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ABSTRACT

Designed to be used by university instructional staff in developing/inaugurating a career development course or program for preservice training, this guide includes background materials and other information appropriate for use in preservice preparation of teachers and counselors at either the undergraduate or graduate levels. The materials are organized in three major parts: work in America; career and vocational development; and career development programming. Each part is preceded by an introduction outlining its content, purposes, and limitations. Part one includes two instructional units: work and the individual, and work and society. Part two consists of three instructional units: vocational development theory; sex role stereotyping and career development; and factors influencing individual career development. Part three contains five parts which focus on background issues in career development programming, career education, career guidance, career placement, and career program resources. Each part contains topical units which have lesson plans, learning activities, support materials, and readings. A companion publication (see related note), which provides an alphabetical listing of references and resource materials, is also available. (BM)

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CAREER EDUCATION, CAREER GUIDANCE AND OCCUPATIONAL COMPETENCE

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Career Education, Career Guidance & Occupational Competence: Revitalizing the Pre-Service Preparation of Vocational Guidance & Counseling Personnel

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CAREER EDUCATION, CAREER GUIDANCE AND OCCUPATIONAL COMPETENCE

Introduction

The need to provide meaningful and relevant educational experiences for young people has been a stimulus to the growth of career development programs. These programs have grown largely through in-service education under the aegis of individual school districts. However, if all students are to be accorded the opportunities for career development services, teachers and counselors must be trained through pre-service offerings as well as through in-service.

Improved pre-service education is contingent upon course development. A major obstacle colleges and universities face in developing courses is providing staff time for the task. In an effort to combat this problem, staff from the Wisconsin Vocational Studies Center in consort with staff from the Counseling and Guidance Department at the University of Wisconsin-Madison, proposed the project "Revitalizing the Pre-Service Preparation of Vocational Guidance and Counseling Personnel" for funding under the National Vocational Education Personnel Development and Training Activities for 1976-77. Under this grant, the staff developed the following document which contains the content and process for use in the design of pre-service course(s) in career development programming.[1]

Document Purpose

This document has been designed to be used by university instructional staff in developing/inaugerating a career development course or program for pre-service training. Included in this document are background materials, readings and suggested lesson plans which we deem appropriate for use in the pre-service preparation of teachers and counselors at either the undergraduate or graduate levels.

Organization of Documents

The materials in this document are organized in three parts, each entitled according to its major focus:

I. Work in America
II. Career and Vocational Development
III. Career Development Programming

Each part is preceded by an introduction outlining its content, purposes and limitations (yellow tabs and yellow pages).

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[1] The document was presented to counselors and vocational educators from twenty-five educational institutions at a national conference in Madison, Wisconsin on May 31, June 1, and June 2, 1977.

Parts I & II are further divided into units and Part III is divided first into sections, then each section into units. Each section is preceeded by an introduction outlining its content, purpose and limitations (red tabs and red pages). Units in each section and part are preceeded by a table of contents and an introduction (green tabs and green pages). Each part is numbered separately. In part III, Career Development Programming, each section is numbered separately and each section has its own table of contents.

Part I, Work in America, includes two units; (I) Work and the Individual and (II) Work and Society. Materials and lessons within these units are designed for the purpose of providing students with essential background information on work in this culture. It is intended that students exposed to these materials will gain a heightened awareness of the importance this culture accords to occupational pursuits - how occupational roles affect us emotionally, socially, and psychologically as well as economically.

Part II, Career and Vocational Development, consists of three units; (I) Vocational Development Theory, (II) Sex Role Stereotyping and Career Development, and, (III) Factors Influencing Individual Career Development. The fundamental purpose of this part of the document is to provide materials and lessons which will assist students in acquiring a basic understanding of both career development theory and individual career development so that they might better be able to intervene in the developmental process in a positive manner.

Part III, Career Development Programming, consists of five sections;

1. Background Issues in Career Development Programming
2. Career Education
3. Career Guidance
4. Career Placement
5. Career Program Resources

Each section contains topical units and each unit consists of lesson plans, support materials and readings. The essential purposes of each section are explained in an introduction to that section (red pages). Each unit within each section is also preceeded by an explanation of its content and instructional purpose.

In essence the sections which make up this part are presented for the purpose of assisting students in acquiring the knowledge and skills needed to plan/develop and implement any of the various career development programs.

Document Contributors

Staff from several departments/agencies were involved in preparing this document. While all were in accord on general course goals, differences occurred regarding instructional purposes and processes. During discussions regarding essential course content the conclusion was reached these differences likely reflect differences at other institutions. Thus, it was decided that staff would develop lessons and materials from the varying prospectives, to be combined under the agreed general goals. Consequently, the contents of this document reflect diverse views. Sometimes materials overlap. Sometimes they conflict. The user, therefore, is provided with much more in materials and lessons than could be incorporated into any single course.

The diversity of the materials allows potential users to select those most compatible with their personal instructional goals and needs. To obtain maximum benefit, the user is urged to carefully review each of the lessons and support materials.

PART I: WORK IN AMERICA

Unit I: Work and the Individual

Lesson 1 - Introduction 1

Lesson 2 - Occupational Awareness 3

Lesson 3 - Occupational Discussions 5

Lesson 4 - Defining Terms 7

Unit II: Work and Society

Lesson 1 - Life Raft. 11

Lesson 2 - Understanding the Relationships of Education, Work and Life Styles 13

Lesson 3 - Work Values and the Availability of Jobs 15

Part I: Work in America

> "Most theorists agree that more than anything else, it is successful work experience that helps a young person resolve the conflicts of dependency and establish an independent identity." [1]

To many young people, work represents the route to financial independence from their parents. Financial independence, in turn, allows them access to a broader field of choices in other areas. For example, most young people do not decide to marry until they have secured a job. A job may be seen as the way to gain the money for a car or a stereo or an apartment. Work becomes one vehicle by which a young person accomplishes the rites of passage to other adult roles s/he may desire.

Work, however, has far-reaching consequences on adult life. To most adults in our culture, work becomes much more than a means to an end. It permeates all aspects of one's lifestyle, including friendships, values, and leisure time pursuits. Gross[2] has written:

> When a man replies to the question 'What do you you do?' we are enabled to place him at least approximately. We can broadly estimate the range of his income, the size of his family, where he lives, where he works, how he spends his leisure time, what clubs he belongs to. And from our estimates of these things we can make a judgment as to how we should behave toward him- whether we should accord him respect, tolerance, or contempt, whether we should seek his help or offer him help, whether we want him as a friend or not. Because place of origin and name have become unreliable as indexes of status, occupation becomes now important to us.

The differential suicide rates and divorce rates for various occupational groups attest to the impact of occupation on the psychological state. Life insurance companies even relate a person's life expectancy to occupation. In summary, the work a man or woman performs affects all aspects of his or her life, even its longevity.

In preparing counselors and teachers for their future roles in career education, career guidance and placement programs, the values attached to work by teenagers and adults must be explored and understood.

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[1] Sheehy, Gail. Passages. New York, New York: Dutton and Company, Inc., 1974.

[2] Gross, E. The worker and society. In H. Borow (Ed.) Man in a World at Work. National Vocational Guidance Association. Houghton-Mifflin Company, 1964, p. 67.

The relationship of occupational role and personal development needs to be examined as we help young people prepare for, select, and enter an occupational role. Not only must counselors and educators understand the effect of work on the individual, but they must also be aware that the value of work is socially-determined. Because of this they need to consider future changes in our society which may affect the social value attached to work.

The purpose of Part I, Work in America, is to present to education and counseling students an overview of the interrelationships among social values, occupational role, and personal development. Two units are included:

Unit I: Work and the Individual

Unit II: Work and Society

In the first unit the focus is on the importance the individual attaches to the work role and the effect it has on other life roles. The second unit focuses on the social importance attached to work and how this importance may change as our social values change.

Organization of lesson plans

Each lesson includes a sheet for the instructor which contains the instructional goals for the lesson and a description of the activities to be included in the class session. Several of the class sessions demand prior student preparation, such as interviews with workers or observations of the behavior of others. When such preparation is required for the class, student sheets have been included with the lessons. These handouts provide the students with background for the assignment and the instructions they should follow in completing it.

Teaching the units

These units require little background on the part of the students in terms of prior instruction or required readings. Rather, the unit encourages them to focus on their values and experiences in relations to work. The student assignments involve an analysis of these and field observations. Through completion of these assignments, the students can gain an understanding of the role of personal and social values in the shaping of work values.

In preparation for teaching these units, the instructor may find the following references helpful:

Terkel, Studs. Working. New York, New York: Pantheon Books, 1974.

Work In America. (Report to a Special Task Force to the Secretary of Health, Education, and Welfare.) Cambridge, Massachusetts, and London, England: The MIT Press, 1973.

"Lifetime distribution of education, work, and leisure: Research speculations, and policy implications of changing life patterns," by Fred Best and Barry Stern. George Washington University: Institute for Educational Leadership, December, 1976.

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WORK IN AMERICA

Unit I: Work and the Individual

page
Lesson 1 - Introduction 1
2 - Occupational Awareness 3
3 - Occupational Discussions 7
4 - Defining Terms 11

The focus of Unit I is on the importance the individual attaches to the work role and the effect it has on other life roles.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 1: "Introduction"

Instructional Goals:

The purpose of this lesson is:

1. To assist students in getting acquainted with one another
2. To begin to shape the focus of the course
3. To assist students in becoming conscious of the importance of work in this culture
4. To determine why students are taking the course

Class Activities:

a. Introduce self merely by name

b. Have students introduce self to people in front, back left and right

Next solicit from students what they would like to know about each other. List items on the board.

Items usually include:

a. Name?
b. Where do you come from?
c. What do you do for a living?
d. What is your reason for taking this course?
e. What are your plans once you complete your education?

To this, the instructor might add:

a. What do you expect to learn in this course?
b. What would you like to learn in this course?

Once the questions are listed students are asked to interview the person on their right to obtain the information listed on the board so they might later introduce this person. When all the interviews are completed, have the students rise two by two and perform the introductions relating the solicited information.

Once the introductions are completed the instructor could further introduce himself/herself. When this is completed, the instructor should focus on the content of the student introductions with heavy focus on:

a. Current occupational status
b. Future occupational plans

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

After these discussions, if time permits, the instructor can respond to the students' expressed expectations and desires regarding the course, and pass out course outlines and syllabi.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 2: "Occupational Awareness"

Instructional Goal:

To make students conscious of the pervasive influence of one's occupation on all facets of one's life.

Student Preparation:

For one week have the students try to take a look at how and in what ways their job, their spouse's job or their parent's job affects their life, or that of significant others, off the job. Have them list their observations, and review them before class in preparation for a class activity.

Class Activities:

Divide the class into buzz groups of approximately six. Have each group select a chairperson and a recorder. The chairpersons' responsibility will be to solicit input from each participant on what they observed about how occupation influenced life off the job. Have the recorder make note of those points or instances which should be of most interest to the rest of the class.

Have each group signal completion of discussion. Once each group is finished, ask the recorder to report the most interesting points selected. Solicit reports from each group. Allow anyone from any of the groups to question the reporting group.

Summarize the comments of the groups and add any input of your own.

Related Reading:

Terkel, Studs. Working. New York, New York: Pantheon Books, 1974.

Work In America. (Report to a Special Task Force to the Secretary of Health, Education, and Welfare.) Cambridge, Massachusetts, and London, England: The MIT Press, 1973.

Adapted from Hoppock, R. Occupational Information. New York: McGraw-Hill, 1967, by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 2: "Occupational Awareness"

Assignment:

For one week observe your life and that of significant others around you. If you work, how does your job influence your life and that of others important to you off the job? If you're married and your spouse works, how does his/her work influence your life and your familys' life off the job? How does or did your parents' work influence your life and your familys' life off the job.

At the end of the week make a list of your observations and be prepared to discuss them during an exercise in class.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 3: "Occupational Discussions"

Instructional Goals:

The purpose of this lesson is:

1. To assist students in becoming aware of the importance attached to occupation in this culture
2. To raise to a level of consciousness, how often occupations are discussed and how important most people consider one's occupations to be
3. To assist students to become aware of the prevalent extensive misinformation about occupations
4. To make students aware that they influence the attitudes of others toward occupations whether they intend to or not

Student Preparation:

For one week prior to the class, have students try to be aware of any comments they make to anyone, or any comments anyone makes to them, about any occupation. Have them observe both the frequency and the content of the remarks, the reasons for the remarks, the basis in fact for the remarks, and the potential impact of the remarks on those to whom they were made or on those who might have overheard them.

Prior to class have them review their observations in preparation for class activity.

Class Activities:

Divide class into buzz groups. Have the groups discuss content, frequency, factual basis, and potential impact of remarks made and heard.

- Have groups report
- Summarize group discussions
- Ask what impact this exercise might have on their own future behavior

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Adapted from Hoppock R. Occupational Information. New York, New York: McGraw-Hill, 1967, by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 3: "Occupational Discussions"

Assignment:

During the next week observe any and all comments you make or that are made to you about occupations. Include all remarks regardless or their context.

Make note of the content and frequency of the remarks. At week's end make a summary. Ask yourself: Why were they made? Were they accurate? How do I know? What impact did these remarks make? What impact might they make on someone who overheard them?

Be prepared to discuss your observations during a class exercise.

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 4: "Defining Terms"

Instructional Goals:

The purpose of this lesson is:

1. To make students aware that the common terms, work, job, occupation, and career, are defined differently by different people.
2. To make students aware that defining the terms one uses is critical in the helping professions.
3. To make students aware of the diversity with which people view work, job, occupation and career.
4. To help students clarify their own language and be receptive to learning definitions.

Student Preparation:

Have students conduct a brief interview with three workers (or men and women in the street) as to their definitions of work, a job, an occupation, and a career.

Class Activities:

Ask for volunteers to provide definitions for each term in turn: (1) work (2) job (3) occupation (4) career. Attempt to solicit a full range of definitions for each term.

Discuss the implications of diversity.

Discussion questions:

1. What difference might it make that different people define these terms differently?
2. If someone came to see you asking for assistance in career change, would you know what kind of assistance he or she was asking for?
3. How would you define each term?

Adapted from Hoppock R. Occupational Information. New York, New York: McGraw-Hill, 1967, by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

Provide the Following Definitions:

- Work- any conscious effort performed for the benefit of self or others
- Job- paid employment specific to a particular site and occupation
- Occupation- paid employment of a particular type not specific to a particular site
- Career- the sequence of jobs and occupations one has held including projections regarding future jobs and occupations

Discuss the implications of these definitions.

Suggested questions for discussion:

a. Given the above definition, is it likely that anyone hates to work - or hates all work?

b. How would job change, occupational change, and career change differ?

c. Is it likely that people change occupations where a job change would suffice? Why? Why not?

d. Are there unpaid jobs, unpaid occupations, unpaid careers?

WORK IN AMERICA

Unit I: Work and the Individual

Lesson 4: "Defining Terms"

Background:

We all frequently use the terms work, job, occupation and career. But do these terms mean the same thing to each of us?

Assignment:

During the next week briefly interview three workers, or three people in the street and attempt to get their definitions for the four terms.

Class Preparation:

Review the definitions you obtained, Compare and contrast them with each other and with your own definitions for these words.

If you have found significant differences, what implications might this hold for those working with others regarding career development and choice?

Be prepared to discuss your findings in class.

WORK IN AMERICA

Unit II: Work and Society

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Lesson 1 - Life Raft 15

2 - Understanding the Relationship of Education, Work and Life Styles 17

3 - Work Values and the Availability of Jobs 19

This unit focuses on the social importance attached to work and how this importance may change as our social values change.

WORK IN AMERICA

Unit II: Work and Society

Lesson 1: "Life Raft"

Instructional Goals:

a) To make students aware of the occupational sterotyping prevalent in our culture

b) To make them cognizant of all they attach to occupational labels, how occupational labels impact on their attitudes, values, beliefs, behavior patterns toward other people

Class Activities:

Divide the class in groups, each having an equal number (six to eight). Divide them as equally as possible according to sex. Pass out separate slips with their names and occupations on them.

Jack Reel - truck driver from Washington

Joan Smith - An unemployed recent anthropology graduate from Radcliffe

Owen Harmon - A hippy traveler

Joe Schmidt - A plumber from Milwaukee

Mario Bono - A priest from a small parish in Pennsylvania

Elaine Stuart - A secretary from Cleveland

Mike Blast - A linebacker for the Kansas City Chiefs

Ethel Roe - A grandmother from Connecticut

Susan Star - A movie actress from Los Angeles

Janet Rowe - A housewife from Atlanta

George Martin - A doctor from Detroit

Alice Pager - A teacher from Denver

Douglas Pike - A banker from New York

Mary Worth - A lawyer from a small town in Mississippi

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

Tell each group:

"You are survivors in a life raft. You were all headed to Hawaii when your plane crashed. You are the sole survivors. Your raft was only designed to carry _____ (two or more less then the number of people in each group). The sea is raging. Waves are washing into the raft. Regardless of whether the storm abates you will sink in twenty minutes unless you throw two people out. There is no other recourse. Fight for your life--but reach a decision on who should go.

After 20 minutes stop the action. Ask each group to report who they threw overboard and why.

Make a list on the board.

Discuss:

a) What was the stimulus for each of the roles they played? (name and occupation)

b) What values did they attach to the occupational title?

c) How did they as individuals change as a result of assuming these occupational roles?

d) Was the stereotyping of individuals consistent between groups?

e) How did it "feel" to be thrown out?

f) What are the implications of this exercise?

g) What is to be learned from it?

WORK IN AMERICA

Unit 2: Work and Society

Lesson 2: Understanding the Relationships of Education, Work and Life Styles

Instructional Goal:

To depict the increasing complexity of career decisions due to the rate, kind and amount of social change.

Class Activity:

1. Video Tape,

   Introduce the video which depicts the historical influence of societal needs, social opportunities, work styles and work attitudes and values upon career decision making.

   Students should be looking for factors affecting life style and career opportunities including:

   a. Rate of change
   b. Magnitude of change
   c. Emerging patterns

2. Present a lecture "Predicting Future Life Styles" based on the following content:

Assume that the social structure and work in particular will continue to be organized twenty-five years from now to meet human needs. One such need system has been described by Maslow who hypothesizes the following needs must routinely be met:

Physiological needs for food, water, shelter and protection from threat to one's physical safety.

Psychological need for security and stability. A protective yet expanding environment that allows the individual to test limits without irreparable harm to self and others.

Psychological need to belong and be accepted by family and peers. The basis for one's identity resides in meeting this need.

Developed by Phil Perrone and Debbie Hoffman, Department of Counseling and Guidance, University of Wisconsin, May, 1977.

Psychological need to achieve, to be esteemed by others and by self. Essentially this is a need for recognition, doing something noteworthy in one's own eyes and the eyes of others.

It has been assumed by "futurists" that during the next twenty-five years the following variables or circumstances will most significantly affect our social structure.

Natural Resources (finiteness of resources, need for alternatives)
Population (both size and age distribution)
Science (health, transportation, communication and energy to name four areas)

3. Class Discussion:

Given the human needs and the intervening variables/circumstances, organize the class into groups (of no more than 8 per group), in which each group identifies how society will be organized in the year 2000 to meet one of the four needs (physical existence, psychological security, belongingness and esteem.) Assign a need to each group. With a large class you would have more than one group assigned for each need. After about 30 minutes (time can be shortened to 20 minutes), put the lists on the board-- look for patterns and lead a general discussion. End with a discussion regarding the implications for educational institutions.

1. Who will be educated? When?

2. To what end will people be educated?

3. What will the role and function of teacher become?

Recommended Reading Assignment:

Best, Fred and Stern, Barry. "Lifetime distribution of education, work and leisure: Research, speculations and policy implications of changing life patterns." George Washington University: Institute for Educational Leadership, December, 1976.

Energy: A time to choose: Ford Foundation.

WORK IN AMERICA

Unit II: Work and Society

Lesson 3: Work Values and the Availability of Jobs

Instructional Goals:

To help students gain an understanding that contemporary work values cannot be sustained unless opportunities exist to engage in "meaningful" work.

Class Activities:

A. Review with the class the implications of previous lessons in these first two units. Emphasizing these points:

1. In our culture, occupational role is the major indicator of social status. As a result, our culture values occupational advancement and professional status and encourages young people to aspire to these goals.
2. As lower-order needs for food, clothing, and shelter has been achieved by many (and can at times be achieved without working through welfare, inheritance, or dependency on others), people have looked to a work role to answer higher order needs such as esteem, belongingness, etc.[1]
3. Because of the above, individuals have frequently made family, civic, and avocational roles subservient to the work role.
4. Worker dissatisfaction is prevalent.
5. Increased numbers of people are demanding that social, legal, institutional, and architectural barriers to their participation in the work force be removed.

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[1] Based on his interviews with people in over 120 occupations, Terkel in his book Working, has commented:

> "It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than topor; in short, for a sort of life rather than a Monday through Friday sort of dying. Perhaps immortality, too, is part of the quest. To be remembered was the wish, spoken and unspoken of the heroes and heroines of this book."

B. Given the values our culture and individuals within hold toward work, consider the following quote;

> ". . . the number one human resource problem in the United States today (is) the shortage of jobs which match the educational attainment and vocational aspirations of our labor force."[2]

C. Class Discussion:

1. Have the class discuss what conflicts exist among these statements. For example, shortage of jobs vs increased demands to participate, smallest percentage of jobs available are in professional fields yet highest values are accorded to such employment, rapid changes in the labor market will increase number of people who will experience unemployment yet the unemployed are viewed as social misfits, etc.

2. Present the following role play situation to the students. The President has just formed a task force to formulate strategies for developing greater congruence between what individuals expect from participation in the labor force and the rewards available for participation. Divide the class into groups of six students. Have each group examine:

    a) What methods might be used to modify individuals expectations regarding work so that they might conform more closely to what can actually be delivered in the market place. If individual's values toward work are changed, what effects might this have on the labor market (e.g. lack of ambition)?

    b) How could the opportunity structure or market place be modified to allow individuals to receive the rewards they expect from work?

3. After 20 minutes, have each group report on the suggestions they developed. Discuss the implications of these suggestions for educators and counselors.

4. In the article previously referenced by Best and Stern, several suggestions are made for modifying the market place. Time permitting, present these to the students and discuss the implications of these suggestions for career education and career guidance.

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[2] Best, Fred and Stern, Barry. "Lifetime distribution of education, work, and leisure: Research, speculations and policy implications of changing life patterns." George Washington University; Institute for Educational Leadership, December, 1976, p.11.

PART 2

CAREER AND VOCATIONAL DEVELOPMENT

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Unit II - Sex-Role Stereoptyping

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Lesson 2 - Career Development 79

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Unit III - Factors Influencing Individual Career Development

Lesson 1 - Career Development over the Life Span 171

CAREER AND VOCATIONAL DEVELOPMENT

Background:

Beyond having a basic understanding of importance attached to work in this culture, students need to think about, learn about, how career development and choice happens. Theories or postulates abound about why Americans make the vocational and occupational choices they do and how they obtain particular career identities. Many of these theories are not really theories at all. They only describe; not explain. Some are in direct contradiction to others. Obviously all can not be equally "true", valid and so on. Furthermore, some are more in vogue than others.

Many of the products, materials and methods currently proliferating for use by teachers and counselors in promoting career development of students are based upon one or another of these theories. Consequently, prospective teachers and counselors need to have a working knowledge of these theories, including an understanding of their basic rationales, assumptions and limitations. With such a background and knowledge, perhaps as counselor's and leaders they will be able to effectively evaluate and utilize career development materials and subsequently, effectively promote healthy career development.

Purpose:

The purpose of this section of the proposed course is to provide students with a basic understanding of the major theories of career development in order that they might intervene in the developmental process in a positive manner.

Content:

Three units comprise this portion of the course.

Unit I - Vocational Development Theory

Unit II - Sex Role Stereotyping and Career Development

Unit III - Factors Influencing Individual Career Development

Unit I consists of lessons designed to: (a) assist students in acquiring a formal knowledge of the major theories; (b) have students relate these theories to their own development, and (c) have students relate these theories to the personal development of others.

Unit II consists of lessons designed to make students aware of the many facets of sex role stereotyping as it impacts on career development. Three lessons are included: (1) Focus on Self-Awareness; (2) Career Development, and (3) Psychological Aspects of Career Development. In addition, these lessons are supplemented by an annotated resource guide designed for use by counselors in working with women regarding career courses.

Unit III consists of lessons built around a series of videotaped interviews which depict career development over the life's span. These videotapes are designed to assist participant viewers in becoming aware of some of the more subtle as well as the more obvious psychosocial aspects of career development.

Limitations:

The Units in this section as well as lessons within units were developed by different authors. Consequently, the units and lessons are not tightly tied together. Instructors using this section will have to develop supplementary lessons or adapt these to meet alternate objectives. Additionally, no effort was made to make this section, it's units, nor the individual lessons "teacher-proof."

Alternate Lessons:

In addition to the lessons which follow, a supplementary media guide (under separate cover) suggests alternative as well as additional lessons related to career and vocational development. Some excellent audio-visual materials are cited which the instructor might use to expand this section of a course if he/she so desires.

Suggested Supplementary Readings:

If a more in-depth study of career development theory is desired, the following references are suggested as possible ties for student study.

Crites, J. Vocational Psychology. New York: McGraw-Hill, 1969.

Herr, E. Decision-Making and Vocational Development. Boston: Houghton-Mifflin, 1970.

Herr, E. and Cramer, S. Vocational Guidance and Career Development in the Schools. Boston: Houghton Mifflin, 1972.

Holland, J. The Psychology of Vocational Choices. Waltham, Massachusetts: Blaisdell, 1966.

Osipow, S. Theories of Vocational Development. New York: Appleton Century Crafts, 1968.

Pietrofesa, J. and Splete, H. Career Development Theory and Research. New York: Grune and Stratton, 1975.

Roe, A. The Psychology of Occupations. New York: John Wiley and Sons, 1956.

Super, D. et al. Career Development: Self Concept Theory. New York: C.E.E.B., 1963.

Whiteley, J. and Resnikoff, R., Eds. Perspectives on Vocational Development. Washington, D.C.: A.P.G.A., 1972.

Adult Development

Levinson, D. Toward a Conception of Adult Development. (in preparation)

Neugarten, D., Ed. Middle Age and Aging. Chicago: University of Chicago Press, 1968.

CAREER AND VOCATIONAL DEVELOPMENT

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CAREER AND VOCATIONAL DEVELOPMENT

Unit I: Vocational Development Theory

Lesson 1: "Theories Introduced"

Instructional Goals:

The purpose of this unit is to:

1. Introduce students to the major theories of career development;
2. Orient students toward career development intervention.

Procedure:

Introduce the theories of career development through lectures, handouts and discussion. A brief outline of some of the major theories follows. This may be used as either a lecture guide or a class handout. It is suggested that particular emphasis be placed on Super's Life Stages in preparation for viewing a series of video taped career development interviews which are part of a later unit.

As theories are presented, students should be oriented toward career development intervention strategies and procedures.

Developed by Phil Perrone and Debbie Hoffman, Department of Counseling and Guidance.

Handout

THEORIES OF VOCATIONAL CHOICE AND DEVELOPMENT

1. BEILIN: Vocational choice is a point in a developmental process. He takes basic principles which hold true for developmental psychology and applies them to vocational development.

   a. Development is a continuous process.

   b. Process is irreversible.

   c. Processes are differentiable into patterns.

   d. Developmental pre-eminence.

   e. Levels of maturity - normally develop into more maturity.

   f. Period of Differentiation and Integration.

   g. Developmental pace - spurts and slowdowns of individual.

   h. Dependence to independence.

   i. Egocentric to social behavior.

   j. Interaction to interdependence.

2. BLAU, GUSTAD, JESSOR, PARNES, AND WILCOCK: No single time that young people decide upon an occupation. Eight factors, four pertaining to occupations and four characterizing individuals, determine entry.

   a. Demand for new members, more certain for employed than self-employed.
   b. Functional requirements - technical qualifications.

   c. Non-functional - factors affecting selection, i.e., looks, religion, etc.

   d. Rewards - income, prestige, status, opportunities for advancement, emotional tratifications- all conditions defined as desirable.

   e. Information people have about the occupations (requirements, rewards, opportunities).

   f. Technical skills necessary to perform.

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g. Social characteristics that affect hiring - color.

h. Value Orientations determine relative significance of different kinds of occupations and thus the attractive force exerted by them.

Choice is the process of compromise between preference for and expectations of being able to get into various occupations - continually modified.

3. BRILL: Always some psychic determinant laying foundations for later vocation and if not interfered with the individual is unconsciously guided to express his or her sublimination in that particular form. As in selection of a mate, a sensible person needs no advice and wants none in choosing his or her vocation; and fools will fail in spite of the best guidance.

4. CAPLOW: Error and accident play a large part; choice is made when the pupil is still remote from the world of work - made in terms of school requirements. Realistic choices involve the abandonment of old aspirations so as to arrive at a permanent sense of frustration, a permanent glow of complacency, or an irregular oscillation from one to another.

5. CARP: The modal occupational level for desired and expected occupations is that of both parents and grandparents.

6. CLARK: Substantial change in rates of pay is a potent force in moving workers from one occupation to another. "Proper information regarding wages, if sufficiently impressed upon people, will lead to correct choice of occupation and correct number, provided barriers to occupations have been removed."

7. FORER: Focus on personality and emotional needs - often unconsciously.

   a Not primarily rational or logical - somewhat blind, impulsive, emotional, and automatic process and not always subject to practical and reasonable considerations.

   b. Interests and references have unconscious roots - individual cannot elaborate beyond superficial rationalization of economic advantage and opportunity.

   c. Occupational choice, the specific occupation chosen or the fact of lack of preference, is an expression of basic personality organization and can and should satisfy basic needs.

   d. Selection of a vocation, like an expression of other interests is a personal process, a culmination of the individual's unique psychological development.

8. GINSBERG, et. al.: Process of occupational decision making could be analyzed in terms of three periods - fantasy, tentative, and realistic choices.

GINSBERG STUDY (recollections of undergraduates at Columbia)

Age	Approach - Views - Attitudes
0 - 11	FANTASY PERIOD
	TENTATIVE CHOICE
12 - 13	Interests
14 - 15	Capacity
16 - 17	Values
over 17	REALISTIC CHOICE Integrative, looking out

9. HAVINGHURST

I. Identification with a Worker (Age 5-10).

Father, mother, other significant persons.
The concept of working becomes an essential part of the ego-ideal.

II. Acquiring the Basic Habits of Industry (Age 10-15).

Learning to organize one's time and energy to get a piece of work done.
Learning to put work ahead of play in appropriate situations.

III. Acquiring Identity as a Worker in the Occupational Structure (Age 15-25)

Choosing and preparing for an occupation.
Getting work experience as a basis for occupational choice and for assurance of economic independence.

IV. Becoming a Productive Person (Age 25-40).

Mastering the skills of one's occupation.
Moving up the ladder within one's occupation.

V. Maintaining a Productive Society (Age 40-70).

Emphasis shifts toward the societal and away from the individual aspect of the worker's role. Individuals see themselves as responsible citizens in a productive society. Attention is paid to the civic responsibility attached to the job. At the peak of their careers individuals have time and energy to adorn occupations with broader types of activity.

Individuals pay attention to inducting younger people into stages III and IV.

VI. Contemplating a Productive and Responsible Life (Age 70+)

This person is retired from work or is in process of withdrawing from the worker's role. He or she looks back over the work life with satisfaction, sees that he or she has made a social contribution, and is pleased with it. While he or she may not have achieved all ambitions, there is an acceptance of life and belief in self as a productive person.

10. HOLLAND: In our culture six types of people have been identified to represent the characteristic patterns of personal development: Realistic, Intellectual, Social, Conventional, Enterprising and Artistic.

    a. Realistic - persons who are laborers, machine operators, aviators, farmers, truck drivers, and carpenters.

    b. Intellectual - physicists, anthropologists, chemists, mathematicians, and biologists.

    c. Social - social workers, teachers, interviewers, vocational counselors, and therapists.

    d. Enterprising - salesmen, politicians, managers, promoters, business executives.

    e. Artistic - musicians, artists, poets, sculptors, and writers.

    f. Conventional - bank tellers, secretaries, bookkeepers, and file clerks.

11. HOLLINGSHEAD: Adolescents' ideas of desirable jobs are a reflection of their experiences in the class and family culture complexes. On the other hand, the surprisingly small number choosing Class IV and V indicate lower class youngsters - on the average - have adjusted their job desires to what they may hope to achieve. By doing so, they have limited their horizons to the class horizon, and in the process they have unconsciously placed themselves in such a position that they will occupy in the class system the same levels as their parents.

12. HOPPOCH: A Composit Theory:

    a. Occupations are chosen to meet needs.

    b. Our choice reflects what we believe will best meet the needs which concern us.

    c. Needs may be intellectually perceived or vaguely felt - either way influences choices.

d. Vocational development begins when we first become aware that an occupation can help to meet our needs.

e. Development progress and choice improves as we better anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of self, occupations, and ability to think clearly.

f. Information about ourselves to help us decide.

g. Occupational information helps much in the same way as self information.

h. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

i. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

j. Occupational choice is always a subject for change when we believe a change will better meet our needs.

13. KLINE AND SCHNECK: Must stress the origin of vocational interests, their relationship to personality organization and their relationship to individual aptitudes.

14. MENNINGER: Perhaps three-fourths of the patients who come to psychiatrists are suffering from an incapacitating impairment of their satisfaction in work or their ability to work.

15. MILLER and FORM: Individuals find their occupational goals through compounding of work experience, observation, and expectation...accident is the deciding factor... such as:

a. Birth - decides family, race, nationality, social class, residence. and to a great extent educational and cultural opportunities. Family and status establish rather definite boundaries.

b. Occupational expectation is determined by technical, educational, and social influences. RANGE OF CONSIDERED OCCUPATION IS DETERMINED LARGELY BY STATUS EXPECTATIONS WITHIN SOCIAL CLASS IN WHICH INDIVIDUAL FINDS SELF.

I. Preparatory - Birth - Age 14

Pre-school

Socialization, work role taking within the home, modeling after parents.
Experience with work tasks in the home is acquired, roots of work habits developed.

In-school

Further socialization. Character, personality and values emerge. Secondary work models observed.

II. Initial - 14 - End of formal or full-time education

- Dependence upon home is weakened.
  - Indoctrination of work values of responsibility, willingness to work hard, get along with people, handle money, etc.
- Adjust aspiration to realistic level.
  - Acquire technical and social skills relevant to job performance.
  - Adjust to a worker culture.

III. Trial - From school leaving - Age 34

- Select permanently a satisfying job.
  - Develop a career orientation: ambitious, responsive, fulfilled, confused, frustrated, or defeated.

IV. Stable - 35 to retirement

Settling down in an occupation. Establishing social roots in work plant and community. Progress to highest achievement level attainable.

V. Retired - Retirement to death

Adjust to non-work. Shift from work to home interests, change in status, change in friendship patterns, security, and health.

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*Adapted from Chapters 15-20 of D.C. Miller and W.H. Form, *Industrial Sociology*. New York: Harper and Bros., 1951.

16. ROE: Accepts Maslow's concept of a need hierarchy:

  a. physiological needs
  b. safety needs
  c. need for belongingness and love
  d. need for importance, respect, self-esteem, independence
  e. need for information
  f. need for understanding
  g. need for beauty
  h. need for self-actualization

  A. Needs for which even minimum satisfaction is rarely achieved, will, if higher order, become in effect expunged, or will, if lower order, prevent the appearance of higher order needs, and will become dominant and restricting motivators...(a child whose expressions of natural curiosity are thoroughly blocked may cease to be curious.)

  B. Needs, the satisfaction of which is delayed but eventually accomplished, will become (unconscious) motivators, depending largely upon the degree of satisfaction felt...This is the key to the development of interests.

  C. Interests are the focus of effortless, active attention, which becomes progressively differentiated...

    a. The first and greatest differentiation is between person-directed attention and non-person-directed attention.
    b. Person-directed attention may refer to other persons or to the self, and may be a resultant of excessive thwarting from persons, or of major satisfactions connected with persons.
    c. The differentiation is probably fixed, for all practical purposes, by kindergarten age.
    d. The counselor needs to know the major orientation of the child, patterns of interpersonal relations, and situations the child finds satisfying and those which he or she dislikes.

17. SHAFFER: The most accurate prediction of over-all job satisfaction can be made from the measure of the extent to which each person's strongest two or three needs are satisfied in the job...twelve needs were chosen.

  a. Recognition and Approbation: Things associated with self approved by others.

  b. Affections and Interpersonal relationships: Accepted and belong with others - have people with whom to form these affective relationships.

  c. Mastery and Achievement: Perform satisfactorily according to one's own standards.

d. Dominance: Have power and control of others.

e. Social Welfare: Help others, have efforts result in benefits to others.

f. Self-expression: Have one's behavior consistent with one's self-concept.

g. Socio-economic status: Maintain one's self and family in accordance with certain group standards with respect to material matters.

h. Moral Value Scheme: Have one's behavior consistent with some moral code or structure.

i. Dependence: Be controlled by others, dislike responsibility for one's own behavior.

j. Creativity and Challenge: Meet new problems requiring initiative and inventiveness, and producing new and original works.

k. Economic security: Feel assured of continuing income. Unwillingness to "take a chance" in any financial matters.

l. Independence: Direct one's own behavior rather than be subject to the direction of others.

18. SUPER: Career Pattern Study organized along following postulates:

a. Vocational behavior develops over time through a process of growth and learning providing the individual with a behavioral repertoire.

b. Develops from less complex and less effective to more complex and effective behavior with increasing age from childhood well into adulthood.

    1. Behavior becomes increasingly reality oriented.
    2. Behavior becomes more specific, less general.

c. Individual moves from one stage to another as he/she becomes more capable.

    1. Each life stage makes characteristic demands upon the individual.
    2. Meeting the vocational developmental tasks of each stage is prerequisite to handling the behavioral demands of the next life stage.
    3. Progression depends upon readiness and encountering societal demands of the next stage.

d. Vocational development evaluated with reference to maturity-normative basis:

    1. Determining vocational development tasks characteristic of each life stage.
    2. Determine behavior of those coping with the same developmental tasks.
    3. Follow a qualitative evaluation of the presumed complexity and effectiveness of such behavior.

e. The more highly developed the behavior, the more effective it will be. (VOCATIONAL MATURITY IS THEREFORE A PREDICTOR OF VOCATIONAL ADJUSTMENT)

f. Vocational behavior is a result of a variety of determinants:

    1. Some, intelligence or status, are more important than others.
    2. May vary from one stage to another in importance.
    3. Interact in affecting vocational behavior.

g. Vocational behavior is not entirely subsumed under a dealing-with-vocational-developmental-task classification.

DESCRIPTION OF VOCATIONAL LIFE STAGES

I. Growth Stage (Birth-14). Self-concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interest and capacity become more important in this stage with increasing social participation and reality-testing. Substages of the growth stage are:

   a. Fantasy (4-10). Needs are dominant; role-playing in fantasy is important.

   b. Interest (11-12). Likes are the major determinant of aspirations and activities.

   c. Capacity (13-14). Abilities are given more weight, and job requirements (including training) are considered.

II. Exploration State (Age 15-24). Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work. Substages of the exploration stage are:

   a. Tentative (15-17). Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.

   b. Transition (18-21). Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.

c. Trial (22-24). A seemingly appropriate field having been located, a beginning job in it is found and is tried out as a life work.

III. Establishment Stage (Ages 25-44). Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions. Substages of the establishment stage are:

a. Trial (25-30). The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.

b. Stabilization (31-44). As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are the creative years.

IV. Maintenance Stage (Age 45-64). Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.

V. Decline Stage (Age 65 on). As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant. Substages of this stage are:

a. Deceleration (65-70). Sometimes at the time of official retirement, sometimes late in the maintenance stage, the pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Many find part-time jobs to replace their full-time occupations.

b. Retirement (71 on). As with all the specified age limits there are great variations from person to person. But, complete cessation of occupation comes for all in due course, to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death.

19. TIEDEMAN and O'HARA:

A. Person must think about work if he/she is to have a career.

B. Career development refers to those aspects of the continuous unbroken flow of a person's experience that are of relevance to the fashioning of an identity "at work."

C. The problem of deciding may be profitably divided into two aspects, an aspect of anticipation or preoccupation and an aspect of implementation or adjustment.

1. Anticipation or Preoccupation

   a. Exploration - random, overly inquisitive.
   b. Crystallization - patterns emerge forming alternative and consequences.
   c. Choice - organize and clarify in preparing for implementation.
   d. Clarification - more information, reformation, integration.

2. Implementation or Adjustment

   a. Induction - into the social system, after looking for cues, etc., unless he/she is immediately repudiated by the social system.
   b. Reformation - after "arriving" primary mode of reaction is no longer RESPONSIVE but rather ASSERTATIVE.
   c. Integration - after assertiveness attains its desired effects, the status quo is no longer challenged compulsively, equilibrium is reestablished.

D. Career development occurs within the context of several decisions.

E. Believe stages are more numerous and more complex (concerning self-in-situation) than now conceived.

F. GOALS OF VOCATIONAL COUNSELING - Behavior is to become consciously purposeful; evaluation is to become more meaningful; and an elaboration of self is to ensue.

THOSE PEOPLE FOR WHOM THE WORLD OF WORK HAS THE GREATEST MEANING CONSONANT WITH THEIR OWN PREVIOUSLY DEVELOPED MEANING SYSTEM WILL FIND THE GREATEST SATISFACTION AND SUCCESS IN THEIR WORK.

Authors felt theory must be different for men and women; however, they have come to increasingly feel that the kind of resolution a woman achieves in her sex role is of major influence in her career.

20. TYLER: became more interested in the general process of choice and less inclined to elaborate theories about vocational choice.

A person is not really molded by culture; he/she reacts to its pressures and selects from its many alternative possibilities those that best suit the emerging self.

CAREER AND VOCATIONAL DEVELOPMENT

Unit I: Vocational Development Theory

Lesson 2: "Developmental Interviews"

Instructional Goals:

The following interviews are suggested for the students in order that they may:

1. Perceive career development theory as it relates to individual development in a personal situation,
2. Understand that developmental models are based upon what is derived from group or normative data, and understand that individuals tend to differ from the norm in a variety of ways,
3. Gain experience in interviewing relative to vocational development constructs,
4. Acquire a body of data on individuals to be used in later lessons and exercises related to various guidance services. (These interviews will be used as a basis for student assignments on utilizing occupational, vocational and educational information.)

Student Preparation:

Students should be given the interview formats at the beginning of the major subdivision on Career and Vocational Development. The interviews should be conducted at one week intervals, and class discussion can revolve around them.

During the class following the week of preparation, the interview data should be processed. A buzz group format might be advisable where students are asked to:

a. share with one another the most interesting information they acquired through the particular interview,

b. discuss how the particular interviewee's development compares with what is supposed to be typical according to the various vocational or career development theories,

c. share what they believe they might have done to further facilitate their interviewee's career development.

Once students have shared information within individual buzz groups, each buzz group can be asked to report what they think is most relevant and interesting. Upon completing these group reports and exchanges, the instructor can summarize the group findings and add his/her own comments. Overall, this lesson should lead students to discover the difficulty in

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Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

applying group constructs to the individual case. The students should learn to appreciate the idiosyncratic nature of individual development.

CAREER AND VOCATIONAL DEVELOPMENT

Unit I: Vocational Development Theory

"Developmental Interviews"

Assignments:

Over the next four weeks you are to conduct four interviews, and develop brief reports of them. In these four interviews you are to attempt to study the psychological, social and emotional factors related to the interviewee's current state of vocational and career development. As soon as you complete each interview, you should develop a brief report of it to bring to class in order to conduct some classroom activities and to hand it in. The formats to use for each of the reports are listed below.

Remember, as you conduct these interviews, try to really get to know the individual. Later classroom exercises and assignments will be based on the quality of the information you obtain. Consequently, your thoroughness now will facilitate those assignments.

The four interviews are required to reflect four developmental stages. You should conduct one interview with a child, one with an adolescent, one with an unskilled or semi-skilled worker, and one with a professional or skilled worker. You should vary the age level for the two worker interviews. For example, if you interview a beginning professional worker, you should also interview an older or established worker.

CAREER AND VOCATIONAL DEVELOPMENT

"Format for the Interview with a Child"

You are to write a brief report of an interview in which you attempt to obtain information regarding the psychological, social and emotional factors related to a child interviewee's current state of vocational and career development.

Preparation For The Interview:

Begin by reviewing what "typical" career development is for someone at this chronological age. Be prepared to compare your subject's current state of development with the typical. Prepare questions to guide you for this purpose. In addition, attempt to get answers to the concepts cited below.

Interview

A. In conducting the interview it's perhaps necessary to begin by asking the interviewee what he/she thinks a person does when working. Then try to find out what kinds of work the interviewee might like or dislike, in terms of work he/she has mentioned. Attempt to determine how much knowledge the interviewee has of the actual job duties. Find out what the individual knows about the training or personal prerequisites necessary for the kinds of work mentioned and what personal and social rewards or satisfactions this person thinks he/she may get from this type of work. Finally, try to get some measure of how he/she perceives work related to the rest of his/her life.

B. Try to gain some insight into what people or factors appear to be influencing the occupational preferences of the individual.

C. If you were this individual's school counselor, or were involved with this individual in guidance work, how might you be able to facilitate this person's career development or the vocational aspects of this individual's career development?

D. Attempt to utilize what you know from psychology, sociology, economics, etc., to explain both this individual's development and any deviations in his/her development. What is considered the norm according to a variety of developmental theories?

Interviewing Techniques:

You may find it difficult to interview a child. Many times you may have to be much more conversational than you might wish to be. Try to avoid leading questions, or questions which might be answered yes or no. Do your best to make the individual comfortable, and try to start with questions such as, "Tell me what your daddy does on his job," or "Tell me how your mommie's job differs from your daddy's," etc. If you have not, at this time, had a course in counseling techniques or communications, you might want to review any one of a number of texts which provide clues on facilitating responses from the individuals.

Written Report:

In developing your paper, you should begin by identifying what the "typical" stage of development is at this particular age. Then, you should identify the theoretical model you are employing, as it relates to this "typical" stage. In writing up your report, attempt to be as descriptive as possible, that is, describe what you perceived, and describe what you heard. Separate these descriptions from any interpretations you may attach to them. Begin by describing the interview situation, the appearance of the individual, and so on. Then attempt to summarize and describe the individual's current state of development as it compares with and contrasts to the typical.

Class Preparation:

Once your report is complete, review it and try to picture the individual that you interviewed in your mind's eye. Review your report in terms of what you feel are your most interesting findings. Be prepared to report and relate these to your fellow classmates.

CAREER AND VOCATIONAL DEVELOPMENT

"Format for the Interview with an Adolescent"

You are to write a brief report of an interview in which you attempt to obtain information regarding some of the psychological, social and emotional factors related to an adolescent's (12-18) current state of vocational development.

Preparation For The Interview:

Begin by reviewing what the "typical" stage of development is for someone at this chronological age. (Indicate this in your paper.) Be able to compare your subject's state of vocational development with the norm by summarizing the similarities and differences between the interviewee and the "norm." Prepare a list of questions or topics to guide you.

Interview

A. Try to get at the career development history of the individual. Elicit a definition of work; find out what occupations he/she is considering; what he/she knows about these occupations; what the interviewee would like and dislike about the job(s) mentioned; what awareness he/she has of educational, training, and personal prerequisites; what personal and social rewards or satisfactions he/she thinks is avialable; and what he/she perceives as the relationship of work role to family role.

B. Try to get some insights into what factors and persons are influencing his/her vocational preferences and plans (as he/she perceives it).

C. Indicate what you, as a guidance person, could do to assist in the maturation of the vocational aspects of the individual's development.

Interviewing Techniques:

Try to use open ended questions and general leads. Avoid questions which can be answered yes or no. Also avoid those which program the answer.

Written Report:

Use a structure that permits you to include most of the above, and at the same time permits you to best demonstrate what you have learned from the interview, readings, and discussion.

A. Begin with a description of the interviewee, and the circumstances under which the interview took place.

B. Describe what you learned. Compare and contrast this person's development with the typical.

C. Interpret what you learned; that is, how might what you learned be explained? Use whatever you know from psychology, sociology, economics, etc. in your explanation.

D. Indicate what you as a guidance worker might do (or would like to do) to facilitate the person's development.

Class Preparation:

Review your report and try to determine your most interesting findings. Be prepared to share these during class activities.

CAREER AND VOCATIONAL DEVELOPMENT

"Format for the Interview with a Worker"

(Use for both worker interview)

You are to write a report of an interview with a worker in which you attempt to study that person's vocational development and some of the related psychological, sociological and emotional factors in his/her life.

Preparation For The Interview:

Review the interviewee's occupation in the Occupational Outlook Handbook. Review what "typical" development is for someone at his/her chronological age. Be prepared to compare and contrast that information with what you learn in the interview. In your interview, try to get answers to the kinds of questions listed below, although not necessarily asking them in precisely this manner or sequence; be prepared to adapt your interviewing techniques to the particular individual.

Interview

A. Try to get the history of your subject with emphasis upon vocational development: family, friends, teachers, and others; school courses and other exploratory experiences such as hobbies, part-time jobs, etc.; abilities, interests. Try to get a feel for his/her personality for factors which are appropriate to the occupation. Look for happenstance factors, such as a job that just happened to be available. Questions which might be asked include:

1. When did you first learn about the work you do?
2. How did you learn about it?
3. How do you like it?
4. At what age were you certain this was what you wanted to do?
5. Who influenced you most in your choice of work?
6. What would you do if you could live your life over? Why?

B. Try to get some insights as to the needs of the person which are presently being met, and those which are not, by his/her work. What satisfactions are derived from work? What does he/she like about it, or dislike about it? Try to relate these findings to Maslow's theory of needs, Super's life stages, Havinghurst's developmental tasks, or Roe, or Holland etc.

Interviewing Techniques:

Try to avoid leading questions or questions which can be answered "yes" or "no"; in both cases you may be unduly influencing the answers. In general, use open-ended questions of a non-limiting nature (e.g., "tell me about your job: or "how do you feel about your work?"). Only if the response doesn't tell you what you are looking for, push just a little.

Written Report:

Use a structure that permits you to include most of the above and at the same time permits you to best demonstrate what you have learned. Include: (A) clear description of the respondent (age, physical description, occupation, any other pertinent characteristics); (B) the circumstances of the interview; (c) much of the specific information obtained; (D) your interpretations of the responses in terms of two theories or classification systems. Be sure to include pertinent information about the job from the Occupational Outlook Handbook. Separate descriptions from interpretations.

CAREER AND VOCATIONAL DEVELOPMENT

Unit I: Vocational Development Theory

Lesson 3: "Self Development Reviewed"

Instructional Goals:

The purpose of this lesson is to assist students:

1. In examining and understanding their own career development and decision making, and
2. In relating career development theory to their own experiences to better understand both self and theory.

Student Preparation:

Students are to spend one week reviewing their own development in light of "need theory" and chance and sociological factors. An assignment sheet is provided giving them specific instructions.

Class Activities:

Two techniques might be employed to process what students learn in examining their own development.

A. Buzz groups might be used to encourage a sharing of observations on:

   1 - needs satisfied or being satisfied through occupation (What needs does your job satisfy or have former jobs satisfied?)

   2 - perceptions of changing needs (How have your needs changed, relative to occupation?)

   3 - chance factors (What role has fate or chance played in obtaining the jobs you have held?)

   4 - sociological factors (What role has your socio-economic background played in your development and/or decisions?)

B. Open discussion with questions and answers.

Regardless of process used, general class reactions should be polled and the implications of the findings reviewed.

Suggested Readings

Osipow S. Theories of Career Development. New York: Appleton Century Crofts.

CAREER AND VOCATIONAL DEVELOPMENT

Unit I: Vocational Development Theory

"Self Development Reviewed"

Assignment:

For one week review your own career/vocational development--your occupational preferences, occupational decisions you have made, jobs you have held--. In doing so attempt to answer the following:

1. What part has chance or fate played in the choices you have made, and the jobs you have held?
2. Try to identify the personal needs that have influenced you when you had to make specific decisions.
3. What impact has your own socio-economic background had on the opportunities you have had, the decisions you have made, and the positions you have held?
4. Review your observations of self in light of the vocational development theories you have read:
    a. How well do any of them explain your actions?

Briefly summarize your findings in writing, and be prepared to discuss what you have learned in class.

CAREER AND VOCATIONAL DEVELOPMENT

Unit II - Sex-Role Stereotyping

Lesson 1 - Focus on Self-Awareness 27

Lesson 2 - Career Development 79

Lesson 3 - Psychological Aspects of Career Development 127

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LESSON I

Focus on Self-Awareness

I. Introduction

II. Objectives

III. Warm-Up: The "Hand Clasp" Exercise

IV. Primary Task: "Your Detective's Eye" Exercise

- A. Lecturette
- B. Experience
- C. Debriefing
- D. Assessment

V. Follow-up Activities

- A. Suggested Homework Assignment
- B. Additional Exercises
  - 1. Objectives
  - 2. Exercise
  - 3. Wrap-Up
- C. Additional Information - Fact Sheets

Introduction

Two assumptions undergird the design of this unit:

1) School counselors as a group, have been found to be no more or no less sex biased than the general public (Schlossberg & Pietrofesa, 1973). These biases influence their values, attitudes, and counseling behavior with clients. For the purpose of this module it is assumed that counselors (and other pupil personnel services staff) harbor many non-conscious sex-role biases which reflect those of the culture in which they were socialized.

2) Pupil personnel services workers can become more effective in helping clients to recognize sex-role stereotyping. However, they must first identify their own biases. It is difficult, if not nearly impossible, for counselors to recognize and appropriately deal with clients biases if they share them with their clients. In other words, if both counselor and client believe that the "women's place is in the home" or that "no woman wants an outdoors construction job," then there is limited room for discussion, exploration, and examination of alternatives. It is, thus, of vital importance that counselors' and other pupil personnel services' workers non-conscious sex-role biases be brought to conscious attention.

Objectives:

1. The primary objective of Unit I is to identify both overt and nonconscious sex biases in value and attitude systems.

2. Secondary objectives include:

   a) to identify some of the salient effects of sex discrimination on clients.

   b) to identify several practices or behaviors which will help clients to become more aware of their own limiting sex role attitudes.

Warm-Up Activity

Objectives:

The purpose of this activity is to experience in a non-threatening atmosphere the difficulties involved in changing a habitual behavior.

Instructions:

1. Ask participants to clasp their hands so that their fingers interlock. Demonstrate also.

2. Ask participants to note which thumb--right or left--is on top.

3. Establish the fact that which thumb ends up on top is not related to handedness. Ask those with right thumbs on top which are right-handed? left-handed? Then do the same for those with left thumbs on top.

4. Summarize this activity so far by saying:

> In any large group of people we're likely to find left handed people who exhibit right thumb preference and right handed people who exhibit left thumb preference. In other words thumb preference is not related strictly to handedness--it's a learned preference.

5. Then, ask participants to clasp their hands so that the opposite thumb in on top. (Observe and make a mental note of their behavior while doing this. Some may laugh, others will be puzzled, intrigued, or amazed.)

6. Share your observations with them, e.g., "I noticed some of you were laughing . . . , etc."

7. Discuss the following questions:

   a. What was it like to clasp your hands with the opposite thumb on top?

   b. Which way feels like the right way?

   c. Which way is the right way?

8. Debrief with the following:

   The purpose of the "Hand Clasp" Exercise is simply to show how attached we become to our habits . . . even innocuous ones like thumb preference. What we've just demonstrated to each other is that we all learn preferences which we acquire without our conscious knowledge and that these preferences:

   a) manifest themselves in habitual behaviors which

   b) we perform for the most part unconsciously and which

   c) come to 'feel better' than other equally appropriate ways of behaving; and which

   d) would be uncomfortable and/or difficult for us to change.

9. Go on to mini-lecture.

PRIMARY TASK

Mini-Lecture

If we were to substitute the words "sex role stereotypes" for "thumb preference" all the aforementioned conditions would likely be met. In other words gender stereotyping represents a conglomeration of learned preferences, and these preferences

1. manifest themselves in longstanding behaviors which
2. we tend to perform more or less unconsciously; they
3. represent that which is most familiar and socially expected, and thus,
4. at least superficially, most comfortable; and they
5. often cause discomfort and/or difficulty for those of us who choose to deviate from the fixed predetermined pattern of how we should act given our particular gender.

A distinct difference however between sex role stereotyping and thumb preference is that the former is culturally predetermined while the latter is more personally determined. And to many of us that makes all the difference.

Gender (or sex role) stereotyping is defined as "the predetermination of people's choices in life on the basis of sex, without regard to individual differences or preferences." Such stereotyping is limiting and crippling to both sexes; and yet we all find ourselves susceptible to the entrenched biases of the culture in which we were socialized.

We all tend to conform to that which is expected of us since we have usually been rewarded when we did so and punished or ignored when we didn't. If we think about it each of us here has probably operated at least once or twice in his or her lifetime according to a cultural imperative: men open doors, women take notes; men take out the garbage, women cook the meals; men express an active interest in cars and sports; women express an active interest in raising children; men are engineers and computer scientists; women are nurses and teachers.

(Trainer: If you have time and you'd like to actively involve your audience, take the next minute and ask them to throw out some other gender stereotypes with which they are familiar. Participation should help keep their interest and involve them more personally in your lecturette. It's important for you to recognize either verbally (i.e., "uh huh," "ok," "yes,") and/or nonverbally (affirmative headnod) every contribution. Your purpose is to help them feel more comfortable with the topic area.)

No one, not even mental health practitioners, are immune to the socialization processes which contribute to gender stereotyping in this country. In fact, a 1973 study (Schlossberg & Pietrofesa) found that school counselors, as a group, are as sex biased as the general public--no more or no less. Another study by Broverman and her colleagues in 1970 found that mental health practitioners (psychiatrists, psychologists, social workers) adhere to a double standard by which they judge the mental health of men and women. In addition, these two sets of standards parallel the gender stereotyping prevalent in this society.

Broverman gave 79 therapists (46 male and 33 female) a polarized sex typed adjective rating list and found that clinicians equate standards for a "healthy, mature adult man" to those for a "healthy mature adult with sex unspecified." But the "healthy, mature adult woman" differed from both men and adults by being more submissive, more emotional, more easily influenced, more excitable in minor crises, more vain, more easily allowing her feelings to be hurt, less objective, less independent, less adventuresome, less competitive, less aggressive, and finally by exhibiting a dislike for math and science.

The implications are probably as obvious as they are disturbing. That is these practitioners seem to be saying that some dependency, passivity, and submissiveness is normal for the healthy mature woman, but not for her male counterpart nor for adults in general. The authors of this study suggest that this double standard stems from the clinician's acceptance of an "adjustment" notion of health. This is an important concept for us here today since school systems and their representatives have often functioned as social adjusters.

Further inspection will allow us to see just how this adjustment stance can lead to conflict and stress among women in this society. For instance, for a woman to be healthy, from an adjustment viewpoint, she must adjust to and accept behavioral norms for her sex, even though many of these behaviors are considered less socially desirable and less healthy for the generalized mature adult. According to this adjustment principle one could argue that a black person who conformed to the "pre-civil rights" stereotype of the docile, unambitious, childlike Southern Negro was well adjusted to his environment and, therefore, a healthy mature adult. Such a notion of the black person may sound absurd to us today, and yet we continue to cling tenanciously, if unconsciously, to equally absurd sex-role stereotypes represent attitudes and behaviors which we seldom question and which feel right by the mere fact that we've always done it that way.

However, stereotyping places women in the awkward position of either fulfilling their human potential by exhibiting positive characteristics considered desirable for men and adults and thus running the risk of being seen as a deviant in terms of their womanhood; or behaving in the prescribed feminine manner and thus accepting second class, derived status and artificial restrictions on their behaviors. Women in our society live to some extent in a perpetual double bind. So do men--and I want to talk about that in just a few minutes.

Certainly, some women, like some men, feel this double bind more acutely than others, but I believe it is ever present, even for the woman who genuinely prefers to work as a housewife and mother. Not all housewives, after all, are necessarily submissive, dependent people who live through their husbands and children; rather they are, as Bill Raspberry noted in a recent Capital Times article, executives in their own right, with, I would add, tremendous diversity in talents, attitudes, and personal characteristics.

There are a number of studies (e.g., Jarett & Sherriffs, 1953; Mckee & Sherriffs, 1971) which have indicated that most members of this society, even those who deny partiality for either sex, esteem males more highly than females. In an interesting paper dealing with the developmental aspects of sex-role attitudes one researcher reported that with increasing chronological age both boys and girls "have a progressively better opinion of the boys, and a progressively poorer opinion of the girls (Smith, 1939)." Other researchers have noted that by the time women enter college they have adopted a prevailing unfavorable opinion of themselves and have experienced a significant reduction in academic self-confidence (Kitay, 1940; Maccoby & Jacklin, 1974).

In one study female college students were asked to rate a number of professional articles (Goldberg, 1968). Half of the women thought that the articles were written by men (e.g., John T. McKay); the others thought that the identical articles were written by women (e.g., Joan T. McKay). Each student then rated every article for value, competence, persuasiveness, writing style, and so forth.

What this study found was that identical articles received significantly lower ratings when they were attributed to female authors. This was true not only for male-dominated fields like law and city planning, but even for articles from female-dominated fields like dietetics and elementary school education. The point is that even today's college students who have challenged the established ways of looking at almost every other issue are finding it difficult to shed their culture's sex-role ideology, even though it may conflict with other strongly held ideals about individuality, self-fulfillment and interpersonal equality.

There is reason to believe that each of us here today, even in our professional roles, may not be aware of our unconscious behaviors which perpetuate sex role differences. We have been conditioned by sex-role social patterns since the day of our birth when we were wrapped in either a blue or pink blanket in the hospital. Toys, children's books, fairy tales, television programs, and parental behavior all reinforce the notion that men and women have different roles, and that women's is the more passive and secondary.

Psychologists and sociologists have noted that mothers hold girl babies closer than boy babies and express more fear for them. The girl baby is more protected and more controlled than the boy. Boy babies are punished more, but they are also allowed to be more active. Boys are taught to master a strange environment, girls to fear it.

Sex-role directional signals are unmistakable. Although 51% of the total population in the United States is comprised of women, children's picture books contain three times as many males as females. Moreover, when girls are pictured, they appear in passive roles, while boys are depicted as actively adventuring (Fisher, 1974). Boys are also illustrated in high-achievement situations; piloting airplanes, running bulldozers. Girls are shown at home setting tables and serving, out at play watching the boys, or caring for younger children. Older women are forever in the house, in windows, in doorways, despite the fact that women now comprise 40% of the entire work force. This type of discrimination is exhibited at all grade levels and in all types of written materials--including readers, math books, history books, and even guidance materials. Unit IV in your Handbook examines discriminatory practices in testing materials used by counselors in vocational/career counseling.

Even our habits of speech reveal and perpetuate sex-role stereotypes. Roget's Thesaurus lists the word "masculine" under the heading "strength" while the adjective "womanish" is listed under the general heading of "weakness." Male normative linguistic habits permeate our literature as well as our speech. It is still conventional in research and clinical settings to use generic male terms to refer to persons of both sexes or to positions that could be filled by persons of either sex--i.e., chairman, fireman, workman, policeman, congressman... even human. On the surface this may seem like harmless convention, but available research data indicates that these are not merely neutral linguistic conventions, but do have the expected effect of inducing the reader to expect the positions to be filled by a man (Schneider, 1973; Lakoff, 1975). As Edward Sapir noted--"Language and our thought grooves are inextrictably interrelated--are in a sense one and the same." Think about it. How many times a day do you use the pronoun "he" when referring to humanity in general? How many times do you put the masculine before the feminine--his and her, man and woman, etc.

The present state of women is only partially attributable to legal limitations. The basic problem is one of attitudes and consequent behaviors. Unverbalized and outmoded assumptions about feminine roles are very likely to have narrowed the female high school student's vision of alternatives without any awareness on her part that they have done so. Of course, this is also true for boys, but perhaps not to the degree that it influences girls--especially when career decisions are on the line. The lower paying, lower status feminine jobs in our society are restricted to twelve major categories--boys have always had a much wider variety of higher status jobs from which to choose.

This restriction of options for girls is compounded by the fact that girls have been socialized and rewarded for being passive, accepting, and docile in comparison to their male counterparts, who have been encouraged to be aggressive, competitive, and independent. Girls are, thus, much more likely to let others or the course of human events make their life decisions for them. Sitting back and quietly waiting is, in fact, one way of making decisions.

In addition many girls find themselves feeling uncertain about the dynamics and implications of career development. Researchers like Bardwick (1971) have referred to the differences in career motivation between men and women as one of "ambivalence" for women. This ambivalence is created by the woman's pull toward both achievement and affiliation with the opposite sex, and her "fear" that success in one rules out success in the other.

At this point I think it's important for us to acknowledge that stereotyping is indeed a double-edged sword. As Alex Haley's Roots recently dramatized the "masters" within society can find themselves trapped by and suffering from the same cultural dictates which victimize the "enslaved."

If women have suffered due to sex typing--and they have--so have men. There is indeed research which documents the stress sex typing places on boys and men. It's not by accident that our male population has a higher morality rate than women. Not only does the male's gender put him at a biological disadvantage (in other words men are genetically more susceptible than women to every major disease including arthritis, gallstones, migraine headaches, cancer, heart attacks--you name it, men probably have more of it) but his assigned sex role induces considerable stress and thus accentuates his original biological handicap.

As Dr. Albert Rosenfeld (Reader's Digest, 1972) phrases it: "a boy always has to be doing something to prove his masculinity." According to cultural expectation the male is tracked into achieving throughout his entire working life. In fact many men have expressed the common concern recently voiced by Mike Wallace of "Sixty Minutes" that they feel compelled not only to achieve but to keep outdoing themselves just to stay even or maintain their sense of self-worth.

Men are also expected to acquire prestige and status, not only for themselves, but for their families in terms of establishing a place in the community and respect among peers. It all comes under the heading of being a "good provider."

As I briefly alluded to earlier in this lecturette, many men like women also find themselves caught in a double bind. The nature of the bind differs from that experienced by women but is probably no less crippling. Men fear failure because success at work often defines their masculinity and sense of self-worth. At the same time they fear success because they recognize that success is not always consonant with happiness and satisfaction in life (Horner, 1974).

In addition men are generally expected to be the primary wage earners or supporters of their families. Boys know this and as a result may not feel free to pursue career alternatives which pay little or entail great risks even though such careers may provide a great deal of satisfaction. As an example the creative arts are often rejected by men because they feel the monetary risks are too great.

It's not possible to mention in this short lecturette all the ways sex role stereotyping influences men and women. We'll be examining additional gender role assumptions and their potential influences on both sexes during the next exercise.

The point I want to stress in summation is that gender expectations are pervasive, powerful, and learned early in one's life. Even before the age of three, children have internalized many sex-role stereotypes and have a powerful sense of "his" and "hers" (Money, 1968). Eight year old boys have already begun to show anxiety over being manly (Hartley, 1974).

By the time kids reach high school their attitudes regarding gender appropriate behavior have had literally years of conditioning. Ours is thus a difficult task, but I believe it's one well worth undertaking. As student personnel service workers it is our job to actively engage our students in the process of critical thinking, of increasing their self-awareness, of expanding their options, and of assuming more responsibility for themselves and for the course of their lives.

Of course, this active engagement doesn't happen when counselors share unconscious biased attitudes with their clients. If both my client and I share the same stereotypic view--for instance if we both believe that a woman's place is in the home--and neither of us is consciously aware that we possess that belief, then our room for discussion and exploration is truly limited.

That's why we must take the time to look at ourselves and honestly identify our biases when we see them.

We must also take the time to decide whether we wish to be social adjusters or social change-agents. If we choose the latter course, then we must realize that a "null" academic environment does nothing to decrease cultural handicaps and may very well reinforce them. In other words, teachers, counselors, and student personnel workers don't have to make it a specific point to discourage students from exploring nontraditional avenues--society will do that job for them. All we have to do is fail to encourage our students and present inequities will automatically perpetuate themselves.

Constructive change necessitates actively helping students to learn how to listen to their internal strivings as opposed to the familiar external expectations which bombard them on a daily basis.

Consciousness raising seems particularly appropriate--for counselors, educators, parents, and students alike. (Trainer: You may wish to hand out copies of the Fact Sheets on page 42 of this Handbook, explaining that they represent one way of escalating this process. Of course, long standing and entrenched attitudes and stereotypes, as well as genuine ignorance of the deleterious effects stereotypic molds can have upon students' lives, are not likely to dissipate at the drop of a statistic--no matter how impressive that statistic is.)

The idea is that we must first become aware of where we are before we can consciously, effectively and accurately map our way to other destination.

Open group discussions and personal introspection, as well as professional guidance, can provide "new" information and stimulation and a supportive forum in which students can risk examining and questioning sex-role biases. (Trainer: You will find several consciousness raising exercises and discussion questions starting on page 29 of your Handbook.)

As change-agents, we can actively help young students to critically examine their attitudes about sex-role stereotypes. Certainly the cause of mental health in this country will be better served if both our girls and boys are encouraged toward the maximum realization of their individual potential, rather than toward a "good adjustment" to existing and restrictive stereotypes.

"Your Detective's Eye"

Objectives:

1. To increase participants' ability to identify subtle sex role assumptions.

2. To demonstrate to the participants the need for an active professional approach to uncovering and eliminating sex role biases.

Instructions:

1. Read aloud:

> The activities in which you are participating today are designed to communicate two key concepts: one, we need to take an active stance to uncover and eliminate sex role biases where they exist. And two, this isn't always such an easy thing to do. One reason for this is that our sex-biased ideologies are often obscured by a veneer of equality.
>
> The next exercise is designed to help sharpen your detective's eye; to give you a chance to practice identifying subtle assumptions about men's and women's natural roles.

2. Have each participant find a partner--preferably one of the opposite sex.

3. Distribute the vignette on page 20 of this unit. Read it aloud to participants. Then instruct them to answer the questions posed at the bottom of the Handbout.

4. Remind participants that each dyad is to work as a team--they are to bounce ideas off each other and help fill in each other's "blind" spots.

5. Instruct each dyad to reach consensus and to keep a record of their ideas.

Vignette

Both my wife and I earned Ph.D. degrees in our respective disciplines. I turned down a superior academic post in Oregon and accepted a slightly less desirable position in New York where my wife could obtain a part-time teaching job and do research at one of the several other colleges in the area. Although I would have preferred to live in a suburb, we bought a home near my wife's college so that she could have an office at home where she would be when the children returned from school. Because my wife earns a good salary, she can easily afford to pay a maid to do her major household chores. My wife and I share all other tasks around the house equally. For example, she cooks the meals, but I do the laundry for her and help her with many of her other household tasks (Bem & Bem, 1969).

Questions:

a. Which statements in the above vignette are indicative of behaviors or attitudes on the part of the speaker which support attempts at equality in the marriage?

b. What are the underlying female and male gender or sex-role assumptions in this vignette?

6. Have participants re-assemble in large group. Ask them first to share those examples which support attempts at equality in the marriage. If possible, list these on newsprint or on the blackboard. They should include:

a) both partners have paid employment,

b) both partners have responsibility for household tasks,

c) both partners careers were taken into account when the move was planned.

7. Next ask participants to share some of the apparent assumptions made in the vignette about the woman's role? They should include:

a) between this husband and wife, she appears to be the one who automatically seeks the part-time position,

b) she is the one to be home with the children after school,

c) it is her maid instead of theirs, her laundry, her household chores.

8. What seemed to be some of the assumptions made about the man's role? They should include:

a) his career determines the initial set of alternatives to be considered,

b) he remains the primary supporter of the family,

c) since he seems to be the one making all the concessions, in a sense, taking the action; and since he does not tell us anything about his wife's feelings or thougts, only his own, he seems to be the family decision-maker.

Wrap-Up

Ask participants if some of the assumptions were easier for them to see than others, which ones? Ask them whether they think any of these assumptions may affect their own lives. In what ways?

Assessment

Objective:

To ascertain to what extent participants have met unit objectives.

Instructions:

Ask participants to respond to the following questions:

1. Write down the two most important concepts that you've learned today.

2. To what extent was what you learned applicable to your work? Name one strategy for change you could now implement. What is it about this particular strategy that meets your purposes?

3. What additional materials and/or information do you want or need?

UNIT I

APPENDIX

Follow-Up Activities

Suggested Homework Assignment

1. Pick a partner who you will find easy to contact over the next week.

2. Take the next few minutes to read over the questions under "How Sexist Am I as A Counselor?" on page 32 in your Handbook. Pick one of the topic areas on the questionnaire (or another of particular significance to you) in which you believe you have been either consciously or unconsciously practicing sexist behaviors and which you wish to change.

3. Contract with your partner to do something specific about altering your behavior during the next week. Remember to concretize your objective into specific behaviors so that you and your partner will know if you succeed.

4. Take time now to make an appointment with your partner to get together for twenty minutes at the end of the week.

5. At your meeting, describe your experiences to each other:

Were you successful?

How did you feel when you changed your behavior?

How do you feel now about it in retrospect?

What do you plan to do in the future?

6. Remember your partner is there to help you or give you support and/or encouragement during the week if you should like it . . . so don't hesitate to call upon her or him.

Good Luck!

Do I expect boys to be better at math and science?

Do I accept a girl's proclamation that she isn't very good at math--thinking or saying "most girls aren't."

Do I tend to encourage more boys than girls to go on to college.

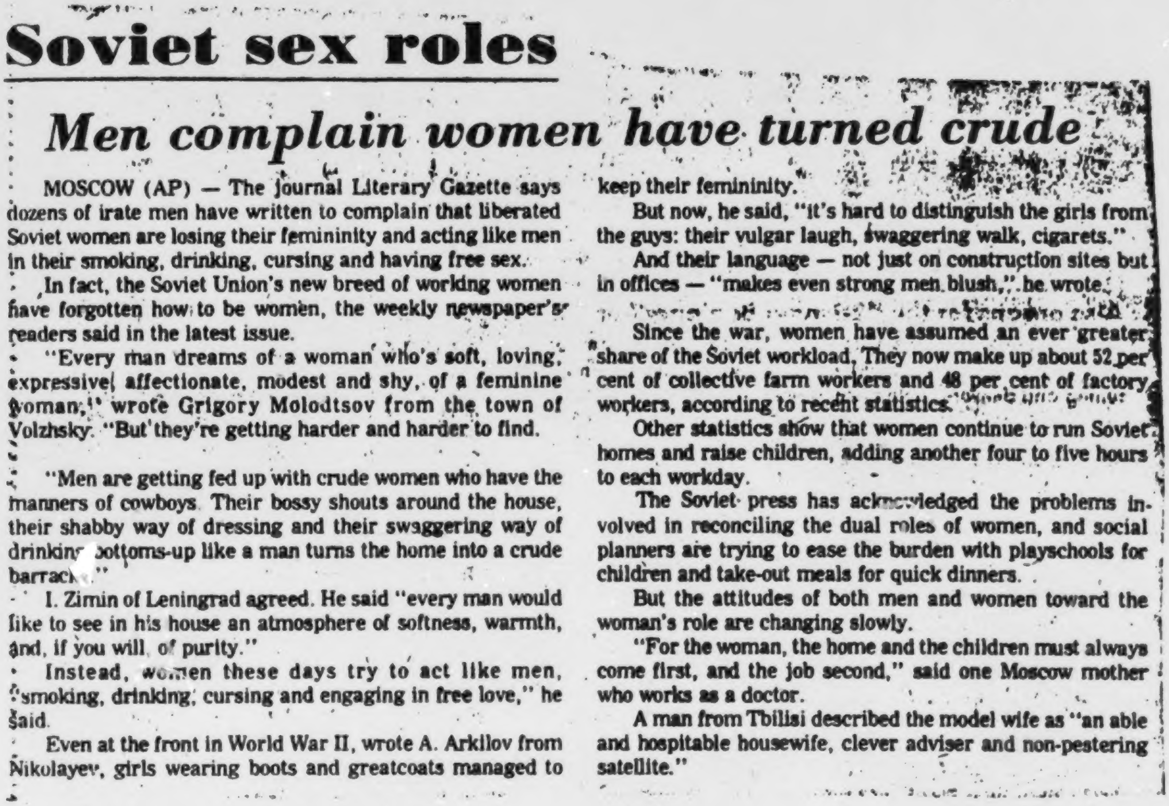
Do I really believe that boys need education more than girls do since they will probably marry and raise a family anyway?

Do I expect bous to be more assertive--more initiators? more mischievious, more active? Do I ever think "Boys will be boys?"

Do I expect girls to do the decorating at a party? to serve the punch? to clean up? to do the dishes?

Do I find swearing, smoking, drinking, sex without marriage, etc., more acceptable when exhibited by a boy versus a girl?

Do I ever suspect that the women's liberation movement has created more harm than good? that women are now losing their femininity by becoming more like men? Can I identify any of my own fears in the following article?



Soviet sex roles

Men complain women have turned crude

MOSCOW (AP) — The journal Literary Gazette says dozens of irate men have written to complain that liberated Soviet women are losing their femininity and acting like men in their smoking, drinking, cursing and having free sex.

In fact, the Soviet Union's new breed of working women have forgotten how to be women, the weekly newspaper's readers said in the latest issue.

"Every man dreams of a woman who's soft, loving, expressive, affectionate, modest and shy, of a feminine woman," wrote Grigory Molodtsov from the town of Volzhsky. "But they're getting harder and harder to find.

"Men are getting fed up with crude women who have the manners of cowboys. Their bossy shouts around the house, their shabby way of dressing and their swaggering way of drinking bottoms-up like a man turns the home into a crude barracks."

I. Zimin of Leningrad agreed. He said "every man would like to see in his house an atmosphere of softness, warmth, and, if you will, of purity."

Instead, women these days try to act like men, "smoking, drinking, cursing and engaging in free love," he said.

Even at the front in World War II, wrote A. Arkilov from Nikolayev, girls wearing boots and greatcoats managed to keep their femininity.

But now, he said, "it's hard to distinguish the girls from the guys: their vulgar laugh, swaggering walk, cigarets."

And their language — not just on construction sites but in offices — "makes even strong men blush," he wrote.

Since the war, women have assumed an ever greater share of the Soviet workload. They now make up about 52 per cent of collective farm workers and 48 per cent of factory workers, according to recent statistics.

Other statistics show that women continue to run Soviet homes and raise children, adding another four to five hours to each workday.

The Soviet press has acknowledged the problems involved in reconciling the dual roles of women, and social planners are trying to ease the burden with playschools for children and take-out meals for quick dinners.

But the attitudes of both men and women toward the woman's role are changing slowly.

"For the woman, the home and the children must always come first, and the job second," said one Moscow mother who works as a doctor.

A man from Tbilisi described the model wife as "an able and hospitable housewife, clever adviser and non-pestering satellite."

Do I tend to encourage values and qualities like compassion, consideration, tenderness in girls more than in boys?

Do I tend to encourage values like competition, daring, and toughness more in boys than in girls.

Do I tend to discourage boys from showing emotions? Perhaps by never modeling them myself?

Do I really believe boys are the ones primarily responsible for bringing home the family paycheck.

Do I expect boys to be strong and silent or admire them when they are?

Do I believe girls are the ones primarily responsible for raising the children?

Do I believe housework is really women's work? If not, do I help around my house by doing the dishes, cooking super, vacuuming, scrubbing the bathroom bowl and tub?

Do I tend to attend more readily to boys who are athletic, perhaps feeling a bit sorry for those who are not athletic? Do I ever catch myself thinking that there might be something wrong or "sissy" about a boy who isn't interested in sports?

Do I every pity girls who are not attractive or fashionable?

Do I segregate boys and girls for any activity?

Additional Exercises

Consciousness Raising Exercises

1. "Who's the Doctor" Exercise

A. Objective: This short exercise is designed to quickly point out how much we are all affected by society's sex role biases.

This exercise may be used with adults and/or students.

B. Instructions: Read aloud:

> I'm going to relate a short story and then ask you to identify one of the characters. If any of you have heard this story before please let the others puzzle over the answer for a few minutes.
>
> OK. The story goes that a man and his son were on their way to a Green Bay Packer game when they got into a bad accident. The father was hospitalized at Theda Clark Hospital in Neenah, but the son required specialized neurosurgery which could be performed only at the University of Wisconsin Hospital in Madison. So he was rushed to Madison.
>
> Meanwhile, the neurosurgeon was contacted and asked to prep for the operation. All arrangements went smoothly until the doctor entered the operating room, saw the patient, and said, 'I can't operate on this patient. That's my son!'

The question is: Who is the neurosurgeon?

C. Wrap-Up: Read aloud:

Most of us tend to search our minds for an answer which fits the cultural stereotype. In other words we tend to think in terms of father--step-father--uncle--all male.

Most of us do not tend to think in terms of mother or aunt, although from the information given in the paragraph the doctor might just as well have been a female. The problem is that we are very used to associating physicians, especially specialists, with the male population. Doctors are men; nurses are women. We seldom question the accustomed format. Maybe we should.

2. "Pat & Chris" Exercise

A. Objectives:

1) To increase participants' awareness of how they may view occupations and life situations in terms of "male" and "female."

2) To help participants take an active stance to uncover and eliminate sex role biases where they exist.

3) To increase participants' awareness of how sex role stereotyping may affect students.

This exercise is designed to be used with counselors, but may be used with students.

B. Instructions:

1. Make sure that everyone has pen and paper.
2. Read aloud the following instructions:

> Today's activities are designed to help increase your awareness of some of the issues involved in working with high school students.
> I'm going to read to you a short vignette about a prospective client and then ask you to note how you might go about dealing with this student given the admittedly sketchy information which you will receive.

3. Read the vignette, then ask the participants to write out their individual answers to the questions posed on the next page. Remind participants to keep in mind their rationale for each answer.

"Pat & Chris" Vignette

Pat is a well-liked student attending your high school and ranking in the top 10% of the senior class. Pat excels in the sciences and has just recently been accepted into the nursing program at U.W. Pat plans to marry Chris over the summer, so the decision to go on to school is being reconsidered since Chris will also be attending UW and money will be in short supply. It would be easier all the way around if one of them worked for awhile to help support the other through school. Pat is thus considering taking a job as a nurse's aide for the time being. Chris is encouraging this arrangement coupled with the idea of graduating early and landing a good job so that Pat will no longer have to work.

Questions:

1. List 5 adjectives which might describe Pat.
2. What might be some of your considerations in counseling this student?
3. Forecast Pat's future.

Continued Instructions for "Pat & Chris" Exercise

4. When participants have finished writing out their answers to the preceding questions, the trainer asks them to break up into groups of 4 to 5.

5. Give participants the task of reaching group consensus on answers to each of the questions which they have worked on individually.

6. Let participants know that one person from each small group will be reporting back to the large group regarding their judgments in approximately 15 minutes.

7. At the end of 15 minutes instruct the small group to reunite and ask each group's representative to share what the small group came up with. If a blackboard is available write their answers on the board or on newsprint.

8. When this is done, the trainer leads the participants in a 20 minute open discussion. Be sure the following areas are covered.

a) Did the participants assume Pat was a girl or a boy?

b) What led them to that assumption? What were their clues?

c) How would their adjectives and considerations and forecast have been different had Pat been definitely presented to them as a young man? (List these on the board).

d) What sex role biases or stereotyping are exhibited in the two sets of answers?

e) Is Pat initially discussed in traditionally feminine terms because of occupational choice and family considerations?

f) How would the answers have been different if Pat had wanted to enter a male dominated profession--such as medicine?

g) Did participants have the urge to encourage the male Pat to look at higher skilled professions--or a wider variety of options?

h) Did the participants think it more appropriate and/or normal for the female Pat to postpone her career for the sake of her intended spouse?

C. Wrap-Up:

To conclude the discussion the trainer asks the participants to summarize what they have learned about themselves in terms of their sex-role attitudes. Ask participants to share what implications they perceive for their own counseling behaviors? The key concepts to be communicated to participants are:

1) We limit ourselves and our clients by viewing occupations in terms of "male" and "female". In reality there are very few occupations which cannot be adequately handled or occupied by both sexes.

2) Females must plan as carefully as males for their future careers. To consider the male's career first as a frame of reference in determining the direction and activities of the female (even or perhaps especially when they are married) is one way that sex bias has traditionally operated.

3) There is no necessary conflict between marriage and career. Compromises on both sides can be made which are equitable.

4) Things aren't always as they seem.

5) Our unconscious behavior--especially in our roles as helping professionals--can reinforce stereotypes.

6) We need to take an active stance to uncover and eliminate sex role biases where they exist in ourselves, in our school systems, and in our clients.

3. "Group Discussion" Exercise

A. Objectives:

1) To increase student self-awareness regarding personally held sex-role attitudes.

2) To clarify sex-role values.

This exercise was designed for use with students but may be used at all age levels.

B. Instructions: Throw out the following questions for discussion:

1. What male/female traits are biologically determined as opposed to socially determined?

2. How would you feel as a man/woman about a wife earning more money than her husband? About less money?

3. What occupations should be reserved for men? For women?

4. What household chores should be reserved for women? For men?

5. Who should have primary responsibility for raising the children? Who should have primary responsibility for breadwinning?

6. How was your education affected by your sex?

7. In what ways should boys and girls be raised differently? In what ways is it important to raise them alike?

8. What does masculinity/femininity mean to you?

C. Wrap-Up:

1. What did you learn about yourself during the previous discussion?

2. Were you surprised by any of your values--were you aware of all of them? Which ones surprised you?

4. The "Ideal Man--Ideal Woman" Exercise.

A. Objective: To increase students' understanding of their own and the opposite sexes' views regarding their conceptualizations of the Ideal Man and Ideal Woman.

B. Description:

Research (Steinmann, Levi, & Fox, 1964) shows that (college) women perceive themselves and their ideal woman as essentially alike with equal components of passive and active orientations. However, they perceive man's ideal woman as significantly more passive and accepting of a subordinate role in both personal development and with regard to place in the family structure. Many female high school students who have participated in U.W.'s Research and Guidance Laboratory for the Gifted and Talented have expressed this concern and noted that they refrain from expressing themselves in their normal manner around "popular" high school boys as they believe boys negatively view outgoing, intellectually expressive girls.

C. Instructions:

An open guided discussion of prevalent values and perceptions of girls about boys and boys about girls can be helpful. Divide any large group of students into small groups of 4-6 members. Each group should consist of only one sex. Have the girls list 10 (in order of importance) adjectives that they believe the boys would use to describe "man's ideal woman." Then have them list 10 adjectives again in order of importance which describe the "woman's ideal man." Have the boys do the same; that is, list 10 adjectives in order of importance which they believe the girls would use to describe their "ideal man," and then list 10 adjectives (again in order of importance) which they would use to describe the ideal woman. When each group has agreed upon their composites have a representative from each group write these adjectives on the board. Allow for discussion and questioning. Help students to note sex-role biases and to understand their reasons for being attracted to certain adjectives while avoiding others for each sex.

D. Wrap-Up:

Were the adjectives and prioritizations expected--or were some people surprised? How do boys and girls feel about each adjective grouping. What did they learn?

How do they see themselves in relation to their ideal?

CONSCIOUSNESS-RAISING IN THE CLASSROOM

Some Games, Projects, Discussion-Openers, etc.

Revised September 1972

The following activities may be shared with teachers for use with their students.

1. Have the girls complete either or both "I would (would not) like to be a man because . . . " For the boys, substitute "woman". This should indicate what the students see as the privileges and burdens of each sex, and how they perceive the division of roles.

2. An alternate phrasing of the above – "If I were a boy (girl), I would (like to) . . ." Do the students feel that they can't do or become these things given their actual sex. For instance, if a girl says, "If I were a boy, I would climb trees and play baseball", she should be asked if she does climb trees and play baseball, why not if she doesn't, would she like to, what makes her think she can't.

3. Cut out pictures of people of various facial types and have students each describe one and speculate on what that person may be like. Do they react more favorably to women who fit the traditional concept of "feminine" and men who fit the traditional concept of "masculine"? How wide a range of fantasizing do they do about people of each sex? (E.g., in terms of occupations.) What aspects of personality and life-style do they concentrate on with each sex? (E.g., do they speculate on marital status and number of children more frequently with women than with men?)

4. Draw a series of stick figures (indistinguishable as to sex) holding objects or doing something (e.g., holding a broom, driving a van, holding a bat). Have the students make up stories about them.

5. Take the students on a discrimination trip, including a mock job interview, a men-only restaurant, a housecleaning, an application for credit at a department store, etc.

6. Keep a running list of "ways I have benefited by being a male (or female) today." Or keep two parallel lists, plus and minus.

7. To illustrate how selective generalization works, give some facts about men and have the students generalize from them. For example: FACT: Men have a much higher incidence of heart disease than women. GEN: Employer to male job applicant: "I'm sorry but we just can't afford to hire a man for this job. You might have a heart attack and die." FACT: The male hormone testosterone is considered by many endocrinologists to be the cause of aggression. GEN: Men are always fighting and getting violent. They can't be trusted in positions of power.

8. Word association games – Have the students sit in a circle and have each, in turn, say a word or phrase that is used negatively about women (shrill, hysterical, hag, old maid). Then do the same for men (cocky, bastard, henpecked). How many of the male words are actually anti-woman? (E.g., bastard and son-of-a-bitch reflect on his mother; henpecked reflects on his wife.)

9. Role-reversal games – Conduct a marriage ceremony in which the mother gives away the groom, they're pronounced woman and husband, and become Mrs. and Mr. Jane Smith. Have students conduct interviews with prominent men, asking them for their favorite home repair techniques, how they combine marriage and career, what size suit they wear, how they manage to stay young and handsome. This should illustrate the absurdity of some of our conventions that keep men's and women's roles strictly defined.

10. "Today is my 80th birthday" – Have students look back at their lives since leaving high school. This should show their aspirations and expectations.

11. Cut out questions from Ann Landers, Dear Abby, and Ellen Peck that relate to female and male behavior and sex-roles and relationships between the sexes. Have the students write their own answers.

12. Set up a display of cosmetics, beauty equipment, etc., with labels explaining how each is used. If you can get away with it, have the boys put on make-up and discuss how it affects their self-perception. If the girls are at the make-up wearing age, have them discuss how they feel with and without make-up.

13. Allow each student 10 minutes to make a list of characteristics of women (or men). If they have difficulty, tell them to try thinking of one woman (or man) they know. Then divide them into small groups (3-5) and have them first read their lists, then say which characteristics on the list are true of themselves, then which characteristics they like. Then have the small group, as a team, select 10 items from the combined lists that they think are most important. It is essential that they agree on the meaning of each characteristic. Then have them rank the items from 1 to 10. Who is the person they have created? The ideal woman (or man)? The typical woman (or man)? Are the characteristics positive or negative? Try several variations: girls working on female characteristics and boys on male, vice-versa, both sexes working on the same sex, all-female and all-male small groups, mixed small groups. Have the teams compare their results.

(cont'd)

14. Have girls write on "What I like best about being a woman", "What I hate most about being a women", "What I like most in men", "What I hate most in men."

    Reverse for boys.

    Compare and discuss the male and female likes and dislikes. Are they complementary, similar, dissimilar, etc?

15. List words and phrases referring to unmarried women. To unmarried men.

16. Have females pretend they are male and plan their future. Reverse for males.

17. Have female students pretend that marriage is not an alternative and plan their future.

18. Have students monitor TV ads, TV programs and comic strip characters for examples of sexism.

19. Have class line up in a straight line and tell them to pick their position on the basis of their importance. (DO NOT try to tell them what to judge importance on.)

    What usually happens is that males are at the front of the line and the majority of females in the last half of the line.

20. Have males sit in a circle and the females sit in a circle around them.

    Each female picks a male to observe his verbal and non-verbal communication. (They may not say anything while the males are talking.)

    Pick one of the four for the males to discuss:
    What they like about being male.
    What they don't like about being male.
    What they like about females.
    What they don't like about females.

    When the males are finished, each female gives her observations of what the male she was watching said (verbally) and did (non-verbal motions, etc.). The males may not say anything while the females are discussing them.

    Reverse everything with the females in the center circle.

    When that is finished (males have finished saying what the females said and did), have general discussion of how everyone felt, their reactions, etc.

21. Make up a collage or montage or simply draw what society considers to be the "ideal women" and the "ideal man". Then students explain their ideal. (Include physical description, emotional characteristics, personality and mannerisms.)

    The same thing can be done using their peers — "popular girl" or "popular boy".

22. Students can analyze nursery rhymes or children's stories which include women alone or both women and men (boys and girls). What is the role played by each person? What do they think this implies or suggests as to the way girls and boys see themselves?

23. Students can watch television "situation" shows concerning or including women. Analyze the role of the woman in that particular segment. Present to class, either by skit or report.

24. Rewrite "Love Is" according to women's liberation.

25. Pick certain comic books and discuss the roles portrayed in them.

26. See "An Exercise in Logical Thinking" elsewhere in our book.

See "Example of Course Outline" for more activities.

COMMUNITY ATTITUDE SURVEY

Many people in this community think certain jobs are more suited to males or to females. Help us get a picture of how jobs are identified by rating the jobs listed below.

Check the column listed female if you think most people feel a female should have this job. Check the column on the left if you think most people feel a male should have this job. Check one of the three inner columns if either male or female, mostly female, or mostly male is appropr

Job Title	Male	Mostly Male	Either	Mostly Female	Female
1. Airplane Builder					
2. Animal Trainer					
3. Architect					
4. Art Expert					
5. Artist					
6. Astronaut					
7. Astronomer					
8. Athlete					
9. Author					
10. Banker					
11. Bank Teller					
12. Barber					
13. Baseball Player					
14. Building Contractor					
15. Bus Driver					
16. Business Person					
17. Cafeteria Worker					
18. Carpenter					
19. Cashier					
20. Child Care					
21. Cleaning Person					
22. Clock Maker					
23. Clothing Maker					
24. Coach					
25. Construction Worker					
26. Crafts Person					
27. Decorator					
28. Delivery Person					
29. Dentist					
30. Detective					
31. Doctor					
32. Door Holder					
33. Electrician					
34. Engineer					
35. Farmer					
36. Film Maker					
37. Fire Fighter					
38. Fisher					
39. Forest Ranger					
40. Gardner					
41. Gas Station Attendant					
42. Glass Blower					
43. Guard					
44. Housekeeper					
45. Inn Keeper					
46. Inventor					
47. Janitor					

Job Title	Male	Mostly Male	Either	Mostly Female	Female
48. Judge					
49. Apartment Manager					
50. Librarian					
51. Life Guard					
52. M.C. in Nightclub					
53. Mail Deliverer					
54. Manager					
55. Mathematician					
56. Merchant					
57. Miner					
58. Mineralogist					
59. Mover					
60. Museum Manager					
61. Naturalist					
62. News Reporter					
63. Newspaper Owner					
64. Nurse					
65. Pet Store Owner					
66. Photographer					
67. Pilot					
68. Plumber					
69. Police Person					
70. Politician					
71. Priest					
72. Principal					
73. Professor					
74. Radio Operator					
75. Railroad Inspector					
76. Recreation Director					
77. Repair Person					
78. Restaurant Owner					
79. School Crossing Guard					
80. Scientist					
81. Scout Leader					
82. Secretary					
83. Sheriff					
84. Ship Builder					
85. Shoe Maker					
86. Silver Smith					
87. Ski Teacher					
88. Space Station Worker					
89. Steamshovel Operator					
90. T.V. Acting					
91. T.V. Newsperson					
92. T.V. Writer					
93. Taxidermist					
94. Teacher					
95. Telephone Operator					
96. Telephone Repairer					
97. Ticket Seller					
98. Train Engineer					
99. Veternarian					
100. Zoo-Keeper					

FACT SHEETS

Did You Know That . . .

--Women comprise 51% of the total population and 53% of the electorate, yet women retain minority status.

--Women's participation in the labor force has been steadily rising. In 1975 women constituted 40% of the total work force, up from 20% in 1920. Forty-six percent of all women 16 years of age and over were in the labor force compared to 38% in 1960 and 34% in 1950.

--Nine out of 10 women work (for pay) at some time in their lives: married women average 25 years in the work force, single women average 45 years.

--Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade (1960-1970).

--Characteristics of these workers: the median age for the average working woman in 1975 was 35 years, up from 28 years in 1920. So she was older . . .

--And in the majority of cases, she was married. Fifty-eight percent of all women workers in 1975 were married and living with their husbands. In March 1975, 54% of America's black wives and 44% of America's white wives were in the labor force, compared with 47% and 34% respectively ten years earlier.

--The majority of women who are single, divorced, widowed also work. Sixty-five percent of America's separated or divorced women were working in 1975, while 57% of America's single women were working in that year.

--More women with children were working than ever before. In 1975 39% of the women with children under 6 years of age were in the labor force, while the labor force rates of women whose children were all of school age and women with no children under 18 were 55% and 48% respectively.

	Mothers with Children (1975) in Labor Force		
	Under 18 Years	6 to 17 Years	Under 6 Years
1950	21.6%	32.8%	13.6%
1965	35.0%	45.7%	25.3%
1975	47.4%	54.8%	38.9%

--Among all families about 1 out of 8 was headed by a woman in March 1975. Fifty-four percent of these female family heads were in the labor force. One out of three of these families were living at or below the poverty level, compared to one out of four in 1970.

--The average working woman is as educated as the average working man, both having completed a median of 12.5 years of schooling.

Generally the more education a woman has, the more likely she is to be in the labor force. Of all women 16 years of age and over who had completed less than 8 years of schooling, about 1 out of 5 was in the labor force in March 1975. About half of those who had completed high school and about 7 out of 10 of those who had 5 years or more of college were workers.

--Women are typically paid less than men and the gap between the two is widening. In 1973 for college graduates the median income of women was 59% that of men's; for women with 4 years of high school or less the figure was 55%. In other words, the average female college graduate earned as much as her male counterpart with only an eighth grade education.

In 1974 the average woman working full time and year round earned only 59% as much as her male counterpart--$6,772 and $11,835 respectively. That 1974 percentage has dropped from 64% in 1955.

In all occupations white men earn more than black men, both of whom earn more than white women, who in turn earn more than black women. In other words racial prejudice does not seem to have as much impact on earnings as does sex biases.

Median Wage or Salary Income in 1972 by Race & Sex

Race	Year round full time workers	
	Women	Men
Total	6,018	10,384
Minority	5,320	7,548
White	6,131	10,786

--In part this earnings discrepancy is due to continued job segregation. Women are found for the most part in "female" service jobs such as secretaries, food-service workers, teachers (except college), sales clerks, etc. Women account for 78% of all clerical workers. On the other hand women are all but excluded from management as well as those parts of the industrial and service sectors where highly skilled blue collar jobs are found.

--In many ways women have been and are moving backwards. In 1940, 45% of the country's professional and technical positions were filled by women; in 1965 this figure was 37%. In 1940 the proportion of women in the lesser skilled service trades was 40%; in 1965 this figure was 54%.

In addition those women who are in the professional and technical category cluster in the low-level professions, the majority of professional women being school-teachers, nurses, librarians and social workers. For example, in 1970 teaching and nursing accounted for 63% of the professional women in the U.S.--and that was down from 71% in 1960.

--The large increase in the demand for women workers since WWII has been a joi product of the sex typing of jobs (that is, the earmarking of certain kinds of jobs as "female" occupations) and the fact that these particular kinds of jobs are located in the expanding service sector of the economy.

--While women in the professions are still conspicuous by their rarity, there have been some noteworthy changes in the U.S. between 1960 and 1970. Among physicians, the number of women increased by 62%, raising their representation in this category from 7% to 9%. Women gained 149% among lawyers, increasing their representation from 2.4% to 4.7%. They advanced between 159 and 200% in engineering, architecture and college and University teaching, and among life scientists and physical scientists they rose 106%.

--In some of these high-level categories, however, women are known to concentrate at the lower echelons. For example, although 28% of the college and university teachers are women most of them are on the low rung of the academic ladder.

--Even when women land traditionally "male" occupational positions they are paid less than their male colleagues. This gap between the median salaries received by male and female workers in the same occupations is widening.

In 1968, for example, women in psychology received an annual median salary of $11,500 while men received $13,200; in 1974 women received $17,200 while their male counterparts received $19,900. The gap thus widened by $500 over the already existant $2,200 gap in 1968.

The average salary for women teachers in secondary schools is now only 81% that of men; female life scientists earn 75% as much as their male colleagues; environmental scientists 72%; social scientists 77%; engineers, 80%; computer specialists, 88%.

Studies suggest that the complex causes for the difference are related less to wage discrimination per se than to the concentration of women in low-paying occupations and to the secondary role of work in their lives; men normally have greater continuity of employment, work longer hours and get more job training. However, as Sar Levitan, a labor economist at George Washington University, notes: "It is quite conclusive that about one-third of the differential (or 33%) cannot be explained by anything but discrimination."

--Even with experience and job occupation held constant women earn less than men. A 1971 study of chemists' salaries showed that with seniority held constant, women who held Ph.D.'s earned less than men with B.A.'s. Another study (1971) indicated that female lawyers with 10 years experience earned 200% less than their male colleagues with the same experience.

Worklife Patterns of the Average American Woman

Typically a woman enters the labor force after she has finished her schooling and works a few years before she marries and has her first child. A very small proportion of women leave the labor force permanently at this time. For those married women who continue to work, most will experience some breaks in employment during their childbearing and childrearing years. However, an increasing proportion of young married women with and without children are remaining in the labor force. More than 4 out of 10 married women 25 to 36 years of age were workers in March 1975, as compared with [illegible] out of 10 in 1965, and more than 2 out of 10 in 1950.

Of the 43 million women who were not in the labor force in [illegible] 35 million were keeping house, nearly 4 million were students, and [illegible] million were out of the labor force because of ill health, disability [illegible] other reasons.

The two periods when women are most likely to work are during [illegible] through 24 and 45 through 54.

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This "split level" characteristic of the working life of the American woman is the basic reason why girls' career plans should be made early and in the light of a total life plan that anticipates potential discontinuity in employment. Girls in school should prepare for careers or jobs in which they would like to work for the remainder of their lives, if preferable or necessary careers that can be taken up again should they leave and reenter the world of work. To be satisfied both psychologically and financially they should select fields that challenge their talents and help them to realize their full potential as individuals.

Outlook

An increase in employment opportunities for women depends largely upon a continued improvement in general economic conditions. During 1974 and early 1975 the unemployment rates of women, as well as those of men, rose steadily, reaching post-World War II highs as many businesses were forced to restrict hirings and resort to layoffs to counter the economic slowdown.

As the economy recovers and the upward trend in employment continues, the outlook for women workers should be favorable. Women should enjoy opportunities in selected professional and technical, managerial, clerical, skilled craft, and service occupations. In addition, legislation prohibiting sex discrimination in employment will continue to open up new opportunities for women to train for and enter into more diversified jobs and to advance to jobs of higher skill level. Women who are informed about opportunities before making career selections will be able to capitalize on these opportunities in fields where skilled workers will be in demand.

In addition to new job opportunities in expanding occupations, advances in the educational attainment of women in particular fields, greater longevity of women, and the trend toward smaller families all point to continuing increases in the labor force participation of women.

Primary Source for these Statistics:

U.S. Department of Labor
Employment Standards Administrations
Women's Bureau, 1976

UNIT I

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LESSON II

Career Development

I. Objectives	
II. Warm-Up Activity: "Women in the Work Force"Quiz	20 minutes
III. Main Activity--"Myths & Reality"	
A. Objectives	
B. Activity	45 minutes
C. Mini-Lecture	15 minutes
D. Assessment	10 minutes
	1 hour, 30 minutes
IV. Appendix	
A. Suggested Follow-Up Activities	
B. Sex Fairness in Career Interest Measures	
C. Suggested Readings	

Unit IV - Objectives

1. To become aware of the status of women in the world of work.
2. To become familiar with some of the ways that career development is influenced by sex-role stereotyping.
3. To become familiar with strategies for reducing sex-role stereotyping in the career development process.
4. To become familiar with guidelines for assessing sex fairness in career interest inventories.

WARM-UP ACTIVITY

"Women in the Work Force" Quiz

Objectives:

1. To become acquainted with some facts about women in the work force.

2. To assess each participants' knowledge of characteristics of women in the work force.

Instructions:

1. Hand out the "Women in the Work Force" Quiz.

2. Introduce with the following: "Today we will be looking at the ways in which career development is influenced by sex-role socialization. The first thing we will do is take a short quiz to assess your present level of knowledge about women in the work force."

3. Allow participants enough time to finish the quiz.

4. Read the answers aloud.

5. Discuss the following questions:

    a. Were any of the answers surprising to you?

    b. Did you tend to over or underestimate the extent of women's participation in the work force?

    c. From where had you obtained your previous knowledge or impressions of women in the work force?

    d. What are the implications of these statistics for how you conduct your pupil personnel service program?

Handout

Women in the Work Force Quiz

_____ 1. The average level of education attained by males in the U.S. is 12.5 years. What is the average level of education attained by women?

a. 10.4 years
b. 11.4 years
c. 12.5 years
d. 13.4 years

_____ 2. What percentage of the total American work force is comprised of women?

a. 15%
b. 25%
c. 35%
d. 40%

_____ 3. What percentage of American women between the ages of 18 and 64 are currently in the labor force?

a. 25%
b. 33%
c. 42%
d. 54%

_____ 4. How many years can the average American married woman expect to spend in the work force?

a. 5 years
b. 10 years
c. 15 years
d. 25 years

_____ 5. Of all working women, what percentage have dependent children?

a. 12%
b. 24%
c. 38%
d. 58%

_____ 6. What percentage of working women have pre-school aged children?

a. 3%
b. 14%
c. 25%
d. 33%

_____ 7. What proportion fo working women work out of economic necessity--i.e., they are either single, widowed, divorced, or separated or are married to men who earn less than $7,000 a year.

a. 1/4 c. 1/2
b. 1/3 d. 2/3

_____ 8. On the average how much of the support of children in divided families is borne by men?

a. 33% c. 75%
b. 50% d. 90%

_____ 9. The median income of a fully employed woman with a college degree is roughly equivalent to that of a fully employed man with what level of education?

a. eighth grade c. some college--but no degree
b. high school graduate d. college degree

_____ 10. What percentage of white families headed by women are below poverty level?

a. 10% c. 39%
b. 27% d. 54%

_____ 11. What percentage of Black families headed by women are living in poverty?

a. 10% c. 54%
b. 39% d. 78%

_____ 12. The median income of fully employed women is what percentage of the median income of fully employed men?

a. 58% c. 88%
b. 74% d. 96%

Handout

_____ 13. In 1975 the discrepancy between the median income of males and females was

a. no longer present
b. decreasing
c. leveling off
d. increasing

_____ 14. In the state of Wisconsin about what percentage of certified school counselors are female?

a. 33%
b. 50%
c. 66%
d. 75%

_____ 15. What percentage of American women work full-time sometime during their lives?

a. 33%
b. 50%
c. 75%
d. 90%

Correct responses to "Women in the Work Force Quiz"

1.	c	12.5
2.	d	40%
3.	d	54%
4.	d	25 years
5.	c	38%
6.	b	14%
7.	d	2/3
8.	b	50%
9.	a	8th grade
10.	b	27%
11.	c	54%
12.	a	58%
13.	d	increasing
14.	a	33%
15.	d	90%

GROUP TASK

"Myth & Realities"

Objectives:

1. To examine the myths and realities related to women as workers.

2. To identify to what extent we habitually behave as though myths about women workers are realities.

Instructions:

1. Break down the total group into groups of four. Try to include both men and women in each small group.

2. Hand out the "Instructions for Group Members."

3. Guide the small groups through the decision-making task using "Instructions for Group Members."

4. Re-assemble large group and lead a discussion about the following questions:

   a. What rationale did each group use in making their decision?

   b. What assumptions were made about each employee on the basis of sex?

   c. How did these assumptions affect decisions about who to lay off and who to promote?

   d. What ideas/feelings were expressed about working women with young children?

   e. What ideas/feelings were expressed about men with families to support?

   f. What ideas/feelings were expressed about working women who do not financially need to work?

   g. In what ways did you modify your intiial decisions in order to reach group consensus?

   h. Did the sex of the group leader or chairperson influence the group's choice? In what ways?

   i. Did the sex of members of your group affect your decisions or the modification of your decisions? If so, in what ways? Who had the most power in the group? Other than the leader? Was this power related to differences in sex roles?

5. Hand out Myth & Reality Fact Sheets.

6. Ask participants to read through the Fact Sheets.

7. Continue prior discussion with the following questions:

    a. Did you recognize any myths which you used in making your decisions?

    b. Did you discover any myths or realities which you were not aware of when you made your personnel decisions?

8. After the discussion, proceed with the mini-lecture.

MYTHS & REALITIES

Instructions for Group Members

1. Break into groups of four. Include both men and women in each group.

2. Your small group will have the following task:

   Your group represents the personnel board of a large business.

   This board has the responsibility to make two decisions today:

   a. Because of unforseen financial reversals you must cut back on your payroll which necessitates laying off two employees.

   b. One of your employees must be promoted to supervisor of a special production unit. Five experienced men aged 26-56 comprise this unit. They've been working together as a team for four years now. Their former supervisor recently quit in order to take a higher paying position with another company. You must decide who will be the new supervisor.

3. Read over "Description of Employees under Consideration."

4. First, formulate your own individual decisions. Be prepared to defend your choices--the two who will be laid off and the one who will be promoted--to the rest of your group.

5. Then each group or board is to reach consensus in choosing which employees to lay off and which one will be promoted. Each group is to choose a leader or chairperson who will be responsible for initiating the discussion and for making sure that everyone on the board gets a chance to contribute to the discussion. The chairperson will report to the large group at the end of 15 minutes. Remember to keep in mind your original rationale employed in formulating your personal decisions as well as your reasons for modifying those decisions in the group, should you do so.

Description of Employees Under Consideration

Matt Kelm is a 45-year-old man with a family of 6 children and a wife whom he supports. Matt has been with the company for 15 years, knows everyone, and is well liked by his fellow employees. His supervisor notes that he has been somewhat slack in doing his work of late. But the supervisor believes that with a "good talking to" and close supervision Matt will resume his good production rating.

Sue Tremount is a woman in her early thirties whose production rate is well above average. Her husband is a well paid working professional. Sue has no children. Her supervisor describes her as an assertive go-getter. Sue is respected by her fellow employees, but is sometimes seen as being a bit distant. Sue has been with the company five years.

Phil Stands, a recent college graduate, has just started in the company. His supervisor has noted that he brings many innovative ideas and lots of energy to his job. His production output has been average to good; he has made substantial progress since he joined the company and is seen as having considerable promise. Phil is single and is known to have "his eye on the executive suite."

Karen Shores is 25 years old. She has two young children who stay at a well run day care center during working hours. Karen's husband earns a modest living as a community fireman. While Karen's work is viewed as consistently good by her supervisor, Karen herself is described as quiet and unassuming. Karen has been with the company for the past two years.

THE MYTH AND THE REALITY

MYTH	REALITY
A. A Woman's Place is in the home.	Sex role differences are not consistent across different societies, nor have they been consistent throughout history. Rather, they have changed over time, depending upon the demands (usually technoeconomic) of society. Janeway (1971) traces the origin of this myth to the 15th and 16th centuries. Prior to that time the home was often the place of business as well as being the center of the family. In America the isolation of women from work was a significant phenomenon for only about 80 years, beginning with the Civil War and ending with WWII (Ginzberg, 1966). In the colonial period most women in America worked throughout their adult lives. Stivers (1974) points out that colonial men and women both participated in meeting the needs of the family and community.

During WWII the crisis situation caused women to move into previously male-dominated jobs. The former sex-roled system was restored as soon as the war ended, even though a 1944 Women's Bureau Study shows that 80% of the women employed during the war wanted to continue their jobs. These women had often performed as well or better than their male antecedents.

Today more than half of all women between 19 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

B. Women aren't seriously attached to the labor force; they work only for extra pocket money.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands

	whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 & $7,000.*
C. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury; 5.6 days a year for women compared with 5.5 for men.
D. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

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*The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

E. Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

F. Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

G. Children are likely to suffer if their mother works.

Research tends to indicate that maternal employment in and of itself is not harmful to children, and that part-time work may actually benefit some children. Nye & Hoffman (1963) found that children of working mothers were no more likely than children of non-working mothers to be delinquent, nervous, withdrawn, or anti-social; they were no more likely to show neurotic symptoms; or to perform poorly in school; or to feel deprived of maternal affection. Daughters of working mothers were more likely to want to work themselves and when asked to name one woman they most admire, they were more likely to name their own mothers.

Research has also shown that mothers who would like to work, but who stay home out of a sense of duty, may not be helping their children (Yarrow, et al., 1962).

Studies indicate that it is the quality of a mother's relationship with her children that counts, not whether or not she works (Bem & Bem, 1973).

Similarly the quality of substitute care that children receive while their parents work also matters. Children may suffer from too many changes in day care arrangements and/or poor quality centers (Maccoby, 1958)

H. Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

I. Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41% of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50% rated them as adequate; 42% rated them the same as their predecessors; and

	8% rated them better than their predecessors.
J. Divorcees receive fat alimony checks from their ex-husbands.	Only 14% of all divorced women are awarded alimony. Only 46% of these collect it regularly. When child support payments are awarded (in only 44% of the cases) they are generally less than half the amount needed to support the children. In addition, only 45% of these mothers collect child support payments regularly. This figure drops to 25% among black mothers.
K. Construction work is a male domain--No woman would want to do heavy outdoor construction labor.	Modern technology has made nearly all construction work easier and has brought many jobs within the capability of many women. One place where women have made a significant breakthrough in construction employment is on the Trans-Alaska pipeline.

L. No trained women are available to be hired on construction sites.	In 1975 when the Office of Federal Contract Compliance Programs in the Dept. of Labor held its first hearing to decide if goals for women would be a good idea in the Baltimore Construction Plan, Federally employed women testified that as early as 1970 women were already working in many of the skilled construction trades. In Baltimore alone there were 109 women carpenters, 131 women electricians, 458 welders, and flamecutters.
M. With all their modern home conveniences the American housewife spends a large part of her day with nothing to do but coffee klatch and watch the soap operas.	The truth is that caring for the home takes as much time today as it did in the 1920's. Nonemployed women in 1924 spent 52 hours a week in housework. Nonemployed women in the 1960's spent 55 hours per week devoted to housework. The work week of

homemakers has in fact risen and is longer than the work week of the average person in the labor force. Employed women average 26 hours per week in housework (Vanek, 1974).

N. American husbands share the responsibilities of household work when the wife works outside the home.

Husbands of employed women give no more help than husbands of nonemployed women. They spend only a few hours a week at it, and most of what they do is shopping. A study at Northwestern University in 1975 came to the conclusion that women took jobs, their load of housework was lightened by only 5%--and much of the help they got was from their children.

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Mini-Lecture: Career Development

The career development process spans the lifetime. Even infants receive messages from their parents which may have an influence on the choices they make as adolescents and adults. Throughout development, a number of attitudes, demographic factors, beliefs and values serve as filters in narrowing the career options which individuals will seriously consider. Among these filters are socio-economic status, IQ, and interests. Just as powerful seems to be sex-role stereotyping.

At three or four years of age, children already label many activities as male- or female-appropriate. By the primary school years, the list of occupations preferred by girls is much shorter than the list endorsed by boys. The familiar triad of nurse/secretary/teacher, with the addition of hairdresser, emerged as the occupational preferences of 4-8 year old girls in a 1972 study by Bingham. These four occupations were rejected by little boys. It seems quite clear that as a society one of the things we teach quite well to young children is sex-appropriate behavior.

These early preferences are validated later in life. Eighty percent of elementary teachers are women, over 90% of nurses are women, and women comprise 76% of clerical workers.

The most frightful consequence of sex-typing in jobs is that salaries seem to be inversely correlated with the percentages of women employed in them. Among the professions, teaching and nursing are among those paying the least.

Clerks and domestic workers (97% female) are among the lowest paid semi-skilled and non-skilled workers.

Traditionally female jobs carry with them not only low salaries, but low prestige as well. Public school teacher ranks below at least 35 other occupations in one study of the prestige rankings of 90 occupations. Every occupation above it has only a handful of women in it. The other traditionally female occupations (with the exception of welfare worker) don't appear in the study at all.

Two concerns emerge from these findings. One, is the option to engage in paid employment in order to meet certain economic and psychological needs equally attractive to males and females? And two, if the choice is made to work, are there similar options available for implementing that choice? Traditionally, the response to both of these questions would have to be "no."

The process by which a person decides on, prepares for, and enters an occupation is very complex. We do know of many factors which play a part in the process, but many are yet unknown--especially for women. In the past most of the career development research and theory including interest measurement, has been based on males. Recently, however, there have been a few attempts to develop theories based on women.

The career development process of women may prove to be even more complex than that of males. First, the "home/career" conflict is usually more of an issue for females than males. And secondly, contemporary women are likely to be more profoundly affected than men by the break in continuity of socialization related to the women's movement.

The next few years will witness dramatic changes in the way girls (and boys) are socialized in terms of self-concepts and family and occupational roles. Counselors must be prepared to respond to this social change as they have to other major upheavals in society. This does not mean that counselors must necessarily be active in promoting change, but they must, at a minimum, be ready to deal with boys and girls who will themselves be affected by it.

Hansen (1974) outlined some counseling strategies which may help to focus on just what counselors can do to promote individual (and not sex-typed) career development.

1) Help girls think of themselves as persons, to affirm their sense of personal worth, to face and work through their identity and role conflicts.
2) Help female clients consider a wide range of occupational options in addition to the traditional stereotyping ones. Don't raise eyebrows or look shocked when she wants to be a pilot or engineer. Encourage her to explore new and emerging occupations and expose her to contact with women in those atypical fields as well as typical ones.
3) Help clients (boys and girls) think through and plan for multiple roles as workers and parents. The consequences

of choices they make in terms of lifestyles and family patterns need to be stressed.

4) Make sure clients (boys and girls) have accurate information about women in the labor force, present and projected, and about alternatives available.

5) Help each girl to learn the process of decision-making and to know that she can choose in accord with her values, ability, motivation, and preferences from a variety of life patterns.

6) Make both males and females aware of the variety of lifestyles and family patterns from which they can choose and of potential role conflicts involved in choosing one pattern (e.g., single life, multiple children, two-person career, equalitarian) over another.

7) Provide group guidance and group counseling experiences in which boys and girls can talk together about changing roles of males and females and the possible androgymous society of the future.

8) Involve parents in orientation sessions and information groups regarding the development of women's potentials (since they still have the greatest impact on career development).

9) Be aware of the developmental stage the girl is at and 'where she is coming from' as a person and woman.

10) Be prepared to listen to and counsel female clients who are considering a great many alternatives both inside and outside the home and help them to choose the alternatives most consistent with the quality and style of life they prefer and most consistent with their emerging self-concept.

In addition to the strategies mentioned by Hansen, the following may also be considered:

1) Teach boys and girls interactive decision-making skills for jointly planning careers.
2) Evaluate career interest inventories and the interpretative process for usefulness in broadening career options and stimulating exploratory behavior.
3) Evaluate career guidance materials (career information) for sex bias.
4) Identify mentors (role models) from a variety of occupations and facilitate their interacting with boys and girls.
5) Encourage vicarious experiencing of a number of career options through guided fantasy and directed reading of biographies and career-related fiction.

6) Develop counseling strategies which discard or eliminate sex stereotypes and not just exchange them.

7) Help all clients (especially girls) to learn "behaviors of independence, self-assertiveness, ability to channel energies toward a goal and self-confidence (Hawley, 1976)."

8) Help girls to think in terms of "long-range goals rather than limit their thinking to short-range plans . . . . " Include such long-range, concrete, "masculine" thinking patterns as attention to promotion prospects, over and covert rewards, and proper sequencing (Hawley, 1976)."

9) Encourage clients to plan their leisure or discretionary time to coincide with their interests.

10) Help girls to develop skills in dealing with leadership roles.

References: Career Development Mini-Lecture

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UNIT IV

APPENDIX

Suggested Follow-up Activities for Unit IV

1. Organize a career day in which all occupations are represented by both a male and a female.

2. Identify junior girls who are interested in attending a vocational-technical school. Arrange to have them visit the area V-T school and visit programs not typically enrolling women. Also identify women working in these non-traditional areas. A group of the parents of these girls could accompany the proposed intervention for the girls.

3. Develop strategies for educating parents of elementary school children on sex-role stereotyping.

4. Arrange for junior high school or middle school girls to be guests of women workers for a day. Community groups such as Zonta, Business and Professional Women, American Association of University Women, and various labor union groups might be interested in co-sponsoring such an event.

5. Develop a library of cassette tape interviews of women workers. Students from drama, speech, or journalism classes might be enlisted to conduct these interviews for class credit.

6. Develop a mentoring program in which young women are assisted in realizing their career aspirations through a long-term relationship with someone who is successful in the field.

7. Work with interested faculty to organize Women's Studies courses.

8. Develop vocational readiness groups for elementary and middle school girls.

9. Adapt games and simulations such as "When I Grow Up I'm Going to be Married" to your clientele.

"Assessing Sex Fairness in Interest Measures"

Objectives:

To learn a procedure for assessing sex fairness in vocational interest inventories.

Instructions:

1. Read through introductory information on pages 149-152.
2. Read the National Institute of Education Guidelines on pages 153-160.
3. Apply the Checklist on pages 161 to 163 to vocational interest inventories in use in your school.

"Assessing Sex Fairness in Interest Measures"

The following background information is taken from *Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for High School Women* edited by Shirley Majchryzak and published by the California Personnel and Guidance Association, 1976.

> Be cautious. While career guidance inventories are obstensibly designed to help individuals obtain a systematic long-range view of their futures, they can, if used improperly, restrict individual choice rather than expand it.
>
> These inventories may be reflecting a sex bias. The National Institute of Education, Career Education Program Planning Group has recently developed an operation definition of sex bias, which is as follows:
>
> > Within the context of career guidance, sex bias results from any factor that might influence a person to limit--or not cause others to limit--his or her consideration of a career solely on the basis of gender.

Reflecting the dual occupational system in which they were designed, the major inventories have generally separated the responses of males and females during the theoretical or developmental stages and typically report different results for males and females as well. This differentiation on the basis of sex may create a limiting effect on the career options available to a person because of gender alone, thus introducing sex bias.

There are at least two ways in which an inventory can be restrictive: 1) it can restrict the scope or range of choices available to an individual, and 2) it can restrict the level of choice. In the former case, persons are limited in the number of fields which they can pursue. For example, males may be excluded from considering domestic or clerical jobs, women from considering mechanical or technical occupations. In the latter case, persons are limited in the depth with which they can pursue a given area. Some inventories, for example, may offer males a wider sampling of professional occupations requiring a great deal of training--such as biologists, physicians and lawyers. Females, on the other hand, may be offered a greater number of entry-level or assistant-level jobs requiring less training--such as medical technician, nurse or legal secretary. In either case, the career guidance inventories may serve to reinforce sex-role stereotypes and close off career options for reasons other than aptitude, interest or demonstrated ability.

Most of the sex bias in occupational interest inventories results not from malice on the part of the test publishers, but from their desire to provide valid information. Developed on an improved bias, the instruments reflect the cultural stereotypes of persons in the world as it has been--a world in which there is man's work and woman's work--not people's work. Moreover, there has been a great deal of progress in recent years in reducing bias in career guidance inventories. In response to the increase of women in the work force, as well as recommendations made by the Association on Measurement and Evaluation in Guidance (AMEG) Commission on Sex Bias in Measurement, several inventories have been revised and/or renormed. Sex bias does remain, however, to some degree in many of the most commonly used instruments on the market today, so examine them carefully before using them. Use of sex-designated job titles (i.e., postman) and the generic 'he' or 'she' are a give-away.

Certainly no Career Guidance Inventory should be administered before young women students have the opportunity to experiment with mechanical activities and less traditional technical skills. Even the single experience may reflect itself in the test results.

The National Institute of Education has published guidelines for evaluating career interest inventories for sex fairness. These guideliens are reprinted on the following pages:

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories

(FIRST EDITION, JULY 1974)

The following guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE career education staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C., in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines the following working definition of sex bias was used:

> **Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit—or might cause others to limit—his or her consideration of a career solely on the basis of gender.**[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, *Issues of Sex Bias and Sex Fairness in Career Interest Measurement* [this publication], available from the Career Education Program, National Institute of Education, Washington, D.C. 20208, early in 1975.

The term *career interest inventory*, as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards (*a*) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) *Standards for Educational and Psychological Tests* (1974) requires them to produce and (*b*) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or Federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972, or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decisionmaking. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms—i.e., whether male, female, or combined sex norms—for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic *he* or *she* should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale).

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity—if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male normed and female normed for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every 5 years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The users manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at *all* career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (*a*) people in general are of the male gender and (*b*) certain social roles are automatically sex linked.

H. The users manual (*a*) should state clearly that all jobs are appropriate for qualified persons of either sex and (*b*) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The users manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons reentering paid employment or education and persons changing careers or entering postretirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both users manuals and respondents materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information —skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like—in making any career decision. However, the possible biases of these variables should also be taken into consideration.

NOTES

1. For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

2. An alternative interpretation of sex bias has been suggested by Dale Prediger and Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is *not* sex-restrictive if *each* career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude—that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work. . . . The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

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American Psychological Association. *Standards for educational and psychological tests.* Washington: Author, 1974. (Available from the American Psychological Association, 1200 17th St., NW., Washington, D.C. 20036; $5 for nonmembers, $3 for members.)

Equal Employment Opportunity Commission. Guidelines on employee selection procedures. *Federal Register*, Vol. 35, No. 149.

Scott, Foresman and Company. *Guidelines for improving the image of women in textbooks.* Glenview, Ill.: Author, 1972. (Available from Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Ill. 60025.)

Title IX, Education Amendments of 1972. Public Law 92-318, June 23, 1972.

Assessing Sex Fairness in Interest Measures Instrument

The Assessing Sex Fairness in Interest Measures form was developed to apply the NIE guidelines to interest inventories in general use. Any interest measures that are used in your schools should be evaluated according to the guidelines.

Interest inventories ought to both suggest occupations that broaden the options of both sexes throughout the full range of careers and stimulate exploratory behavior. To the extent that inventories are sex biased either of these functions may not be served.

To date, very little has been published regarding the sex fairness of specific instruments. Therefore, it will be incumbent upon counselors themselves to evaluate instruments which they use with their counselees.

It is important to note that sex bias can enter into the use of interest inventories in a number of ways.

First, sex bias may be present because of procedures which were used in constructing the test. Categories III & IV of the ASF in IM should detect bias in the pool from which items were drawn and the way items were collected into scales.

Secondly, sex bias may enter into the form in which, counselees received their scores. Category II deals with this source of bias.

Thirdly, bias may enter through the interpretative process or how the scores are used. (See Stebbins, Ames, & Rhodes for a more thorough self-study of sex fairness in interest inventories.)

Assessing Sex Fairness in Interest Measures

I. Inventory Name ______________________________

II. Type of Scales

Basic Interest	________ Yes	________ No
Occupational Interest	________ Yes	________ No
Both	________ Yes	________ No

III. Item Pool

1. Are occupational titles neutral?	________ Yes	________ No
2. Is generic he/she used?	________ Yes	________ No
3. Are item pools common or separate?	________ Common	________ Separate
4. If common, are items either gender neutral or balanced in popularity by sex throughout the inventory?	________ Yes	________ No

IV. Scale Construction

5. Is there a justification for common or separate scales by sex?	________ Justified	________ Not justified
6. Are items gender neutral or balanced within each of the common scales? (See 4 above)	________ Yes	________ No

V. Score Report

7. Are same scale titles available for both sexes?	______ Available	______ Unavailable
8. Do both sexes receive the same report form?	______ Yes	______ No

VI. Interpretive Information

9. Is there a discussion of interpretation of sex differences?	______ Yes	______ No
10. Are included examples stereotypic?	______ No	______ Yes
11. Is the language and tone of the discussions in 9 & 10 (above) sex biased?	______ No	______ Yes

Suggested Readings: Unit IV

Diamond, E. E. Issues of sex bias and sex fairness in career interest measurement. National Institute of Education, DHEW, 1975.

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Hawley, P. Empirically-based counseling practices for women. Focus on Guidance, February, 1976.

House, E., & Katzell, M. E. Facilitating career development for girls and women. Washington, D. C.: NVGA/APGA, 1975.

Stebbens, L. B., Ames, N. L., & Rhodes, I. Sex fairness in career guidance: A learning kit. Cambridge, Mass.: Abt Publishing, 1975.

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LESSON III

Psychological Aspects of Career Development

I. Objectives

II. Warm-Up Exercise

III. Primary Task: "Career Planning is Impractical"

    A. Lecturette

    B. Experience

    C. Debriefing

    D. Assessment

IV. Follow-Up Activities

    A. Suggested Homework Activities

    B. Additional Exercises

        1. Objectives

        2. Exercise

        3. Wrap-Up

    C. Additional Materials--Suggested Readings

Objectives:

The primary objective of this unit is to increase participants' awareness of possible home/career conflicts experienced by students--particularly female.

Secondary Objectives include:

A. to examine sex role orientation of students

A. to identify and implement at least one strategy designed to explore and diffuse prevalent myths and conflicts regarding women's place in the world.

WARM-UP ACTIVITY

Objectives:

A. to help break the ice for participants.

B. to demonstrate to participants how ideals might be sex-typed.

C. and to demonstrate how they can affect such a critical area as career development.

Instructions:

A. Pass out pen and paper.

B. Ask participants to write down ten adjectives or short phrases which best describe their ideal self.

C. Invite participants to share their descriptors. Write them on the board. Put female responses on one list and male on another.

D. Conduct a short discussion around the following questions:

   1) Are there adjectives which consistently appear on the female list, which do not appear on the male list or vice versa.

   2) Are there some adjectives which appear on both lists?

   3) Ask participants to think about (but not necessarily share) any descriptors which they thought about but didn't write down. Could it be that they might have been viewed as inappropriate for their sex?

   4) Ask participants to think about adjectives on either of the lists that they might want to add to their lists.

   5) Are there criteria of these descriptors that you value to the extent that you actively encourage their development in others? Do you think about different ones for boys and for girls.

E. Debrief with the following:

The purpose of this activity was to show how our ideals can affect our perspective and our development. Our ideals influence the kinds of expectations we place upon ourselves and others. These ideas and expectations tend to focus our efforts

For instance, if our 'ideal woman' includes priorities of sensitivity and warmth we are likely to focus upon and encourage these qualities. On the other hand, if our 'ideal woman' does not include as high priority such qualities as independence and initiative then we are not as likely to focus upon or encourage their development in others.

How many of you think your lists might have been different if we found ourselves in the 1950's? In what ways? Probably our lists would have been more rigidly sex specific. In other words women would have described their ideal selves in more completely feminine terms. Men would probably have stayed away from "feminine" descriptors.

As a society we seem to be moving toward less rigidly dichotomized conceptualizations of male and female roles.

Mini-Lecture

We know that prevalent attitudes regarding careers, marriage, and earnings are changing. According to successive Gallup opinion polls, an ever larger percentage of Americans, from 18% in 1946 to 65% in 1973 (and 83% of those under 30) approve of a woman earning money even if she has a husband capable of supporting her. In addition a growing number of young women don't want to limit themselves to traditional lifestyles. A national survey of 17-year-old girls found that only 3% wanted to become full-time housewives (National Assessment for Education Progress, 1976).

On the other hand, other studies continue to attest to the fact that many woman's commitment to work is secondary. In the 1970 National Fertility Study conducted by Karen Mason of the University of Michigan and Larry Bumpass of the University of Wisconsin, almost 80% of the 6,740 women interviewed agreed with the statement "It is much better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family." Fewer than half of the respondents agreed with the statement "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work."

These studies reflect the fact that women are now caught in the cross fire of opposing forces which stir home/career conflicts within many of them. In order to examine the situation in more detail, lets begin by identifying some of the more salient issues.

1. More women may feel free to work because their families are remaining relatively small and surveys indicate the trend is toward even fewer children.

2. Married women (and women in general) are no longer bucking strong disapproval when they enter the labor force.

3. Roughly 50% work because they are single, divorced, separated, widowed, or their husbands earn under $5,000 a year.

4. More women may need to work because of inflationary trends in the economy and the fact that their children leave school to support themselves at a later age than they did a generation ago.

Explanation to trainer:

With rapid rates of economic inflation there is a great pressure on families to maintain their living levels by increasing the family income.

In addition as higher education increasingly becomes an expectation instead of a luxury more families are faced with the "life cycle squeeze." Only at relatively high occupational levels do the average earnings of men peak at the same time that the needs of their families are also peaking, that is, when the children are adolescent, and of college age. In occupations where the pay is moderate or low the average earnings peak at youthful ages, with the consequence that men at an age when family costs are heaviest are earning little more on the average than younger men. In other words the average male income remains stationary as expenses inflate. The corresponding press resulting from this economic deficit drives women into the labor force.

5. More women may be attracted to work because they are more educated than their predecessors, because hours are becoming more flexible, and because job benefits are greater.

Three generations ago, when perhaps one in five American women were employed, the women who worked violated Victorian norms of role definition. Even when compelled by economic necessity, she was often made to feel that she was neglecting her primary responsibilities to her husband and/or her children. Today, when one out of every two married women works and when a new ethic proclaims work a cardinal virtue for the liberated woman, the one who can and chooses to stay at home often ends up feeling uncomfortable. This discomfort might be derived from what the homemaker perceives as pressure from the feminist movement as well as from her own sense of the low value society in general places on her being "just a housewife."

Perhaps as a consequence of this enduring sterotype, women who do compete in this "man's world" sometimes find themselves handicapped by a weak self-concept and lack of confidence. In a study of California social workers, psychologist Barbara Gutek found that women consistently rated themselves poorer than men at their jobs, even when their supervisors rated them as equal.

In any case, the lifestyle incorporating paid employment outside the home, which was once described as deviant, is fast becoming modal and although role definition has lagged behind role change, the descriptive is fast becoming prescriptive. Forty percent of today's work force is comprised of women. In fact, in the past ten years, 60% of the increase in the labor force has been due to the employment of women.

There are, of course, many compelling reasons for women to employ themselves outside the home. Take a minute to think of some of the more salient reasons why women work and lets name them. (To the trainer: If possible write these reasons on a blackboard or newsprint. If the participants can not think of one of the following reasons, contribute it yourself, but try to help them come up with as many reasons as possible).

6. Women may be more attracted to work since our society has started devaluing the role of housewife and exalting the work ethic.

7. Women may be attracted to work by a desire for adult company and by the need to have their daily activities receive social validation in terms of money, recognition, and/or respect.

8. Women may be attracted to work by a desire for fulfillment and by the need to produce a tangible product, which household maintenance does not.

9. Women may be attracted to work by a desire for independence and equality of opportunity to challenge their various talents and skills. Working has become an essential source of satisfaction--financial and psychological--for many women. Seventy percent of the 5,000 women analyzed in a Family Circle reader's survey (November 1976) said that they felt happier and more interesting and that their children benefitted from their jobs by learning to be more self-reliant.

(To the trainer: After the list has been formulated, continue with the lecture)

Such compelling incentives for women to work are offset by some powerful inhibitors. Perhaps the most important of which is the overall assumption made by both men and women that the primary obligation of a woman is to her home and family. Consequently both the burdens and satisfactions of housework and childcare have continued to fall more heavily on women than men, regardless of the woman's employment status (Redl, et al., 1951). The working wife continues to carry 70 to 80 percent of child care and household duties (Szalai, 1973). Married, employed women thus work longer hours than either employed men or housewives.

Sometimes this situation is due to the woman's choice, sometimes to her sense of guilt, and sometimes to an unrealistic commitment to the "superwoman" role. In fact some women fear that the new options to work outside the home are simply putting more pressures on them, replacing the "super-mom" myth of the 50's with a new myth of "super-mom-wife-career-woman."

Childhood socialization may also play an important role in that the woman who has already learned how to cook, clean, and manage a household may despair of teaching those skills at a later age to a husband who has not learned them (and who may not be especially eager to learn them). Even women who are employed have been observed to teach household skills to and require household duties from their daughters more than their sons (Redl & Wineman, 1951), a situation that is likely to perpetuate sex-roled imbalances.

Women have for decades associated their worth with how clean their house is kept, how well behaved their children act (especially in public) and how scrumptious their meals are. Such associations have been practices and modeled from one generation to another. No wonder women at best feel ambivalent about requesting further assistance in child and house care from their husbands. And, too, no wonder husbands feel ambivalent about offering and assisting their wives in househould chores which have not traditionally been associated with their role within the family.

Consequently working women tend to receive both overt and covert social pressures to take care of house and children. Surveys taken on both sides of the Atlantic (Blake, 1974) indicate that men are these days typically willing to accord women broad political, civil, and economic "rights" but only if they fulfill their household and family obligations too. Women in general do not seem to differ greatly from men in these sentiments. In other words, women, too, feel that their primary responsibility is to their family.

This sentiment perhaps accounts for the fact that the strongest preference among women in general appears to be for a part-time job: in effect a work situation that does not interfere with their primary status as wives and mothers (Blake, 1974).

Women also do not seem to evince a widespread rejection of their derived status. For example, in 1972, a Harris survey asked a national sample of American women how often they felt that "having a loving husband who is able to take care of me is much more important to me that making it on my own." Even among women under the age of 30, half said they "frequently" felt that having a loving husband was more important than an independent status, and an additional fifth admitted to having this feeling "occasionally." Only a fourth said they "hardly ever" felt that way. Among older women the importance of having a loving husband was even greater. Similarly, more than 60% of all the women surveyed said they frequently felt that being a mother is as challenging as having a high occupational position. Finally only a little more than 20% of the women surveyed indicated that they frequently hoped that their daughters would have "more interesting careers outside the home" than they had had. Half "hardly ever" entertained such a feeling.

If you're now a bit confused by all these surveys and if you're thinking this issue is at present somewhat of a complicated potpourri of conflicting feelings and implications you're not alone. The point is that as counselors and student personnel workers we need to be aware of potential areas of conflict and to help girls as well as boys to examine all their options and to make considered and informed judgments about the lifestyles in which they are and will be engaged. It is our job to help students critically examine their attitudes and our society's prevalent sex-role myths. We must also help them to understand and prepare themselves for the potential and real conflicts which women and men are experiencing these days because of the conflicting messages bombarding them by a fast changing society.

Our society's overt laws and ethics which stress equality of opportunity are often in direct conflict with covert social pressures which emphasize conformity to prescribed sex-role behaviors. These pressures affect our young men as well as our young women. Behaving in the prescribed masculine manner limits an individual's proclivity towards developing such traditionally accepted "feminine" qualities as warmth, emotionality, and patience. On the other hand, behaving in the prescribed feminine manner limits an individual's proclivity towards developing such traditionally accepted "masculine" qualities as competitiveness, risk-taking, and independence.

Behaving in one's prescribed sex-role form means suppressing any interest one might have in career fields which have been socially identified with the other sex.

A girl who wants to enter a male-dominated field and become an engineer, a business executive, a construction worker, or a plumber may have her "femininity" questioned. At the same time a boy who aspires to become a nurse, a secretary, or a ballet dancer is likely to have his "masculinity" put on the line. Both of these students, given that they are brave enough to openly express their dreams, are sure to encounter raised eyebrows. In addition it is likely that they will encounter considerable obstacles, placed in their paths by parents, peers, teachers, and counselors whose judgments will merely reflect the sex-role norms of our culture. Many students of both sexes have found that the price of departure from prescribed sex-role norms is dear--paid out in terms of peer rejection and the concerned questioning of one's normality in the eyes if not the words of parents, teachers, and counselors.

All this is not to say that there is any thing intrinsically wrong with traditional lifestyles or activities. In fact, those young women who genuinely prefer homemaking or feminine occupations as well as those young men who prefer football and engineering should be encouraged to value their interests and to value themselves. I suspect however, that our young women might need more help in this regard than our young men. Young men following the traditional path are unlikely to find much resistance in terms of societal disapproval.

I would like to add, however, that should these traditional activities be chosen more out of social pressure or ignorance of one's own preferences than they are out of knowledge of one's individual differences, educated judgment, and personal preference; then I believe it is the obligation of counselors and student personnel workers to intervene. Those of our students who contemplate nontraditional careers may need more help from counselors than just occupational information. They need our understanding and support, since as they are typically fighting not only against cultural standards, but against their own fears as well.

What is important is that students realize that their options are wide and that they receive the encouragement needed to risk really getting to know themselves and their interests as well as to risk going after what they want. Of course, if we help students to think things through and a student ends up taking the same position she or he started with, so be it! The key notion is to expand options.

As counselors of high school girls, we need to actively combat years of rigidly sex-typed socialization and practices. The diverse capabilities and talents of our young women cannot be expected to conform satisfactorily to one mold. We need to provide the necessary moral backing and lobbying needed to stimulate and realize the interests of those women (and men) who march to different tunes.

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"Career Planning is Impractical" Exercise

Objective:

The purpose of this exercise is to increase participants' awareness of possible intrapsychic home/career conflicts experienced by female students.

Instructions:

1) Divide into groups of 4 or 5

2) In small groups generate a list of responses based on the following situation:

> Traditionally boys of all classes and ability levels have been encouraged to engage in systematic career planning. For many girls, such planning has not had high priority. Let's assume that you are concerned about the lack of systematic career planning among girls in your school. Therefore, you are having conferences with all junior girls to see where they are in their planning.
>
> Your first conference gets off to a bad start when Pam states: 'Career planning is impractical.' You have several options open to you in responding to her:
>
> 1. You might admonish her--'You'll be sorry if you don't.'
> 2. Ask her to defend the statement--'Why?'
> 3. Try to convince her that it isn't.

Any of the above types of responses might work toward getting her to accept responsibility for planning. Chances are, however, that they won't.

Putting aside the above responses, think about her attitude toward planning not as the problem but as a symptom of some other problem, e.g., she doesn't know how to plan.

In your small groups generate a list of other potential 'problems' of which a statement like 'Career planning is impractical' might be a symptom.

3) After you have generated your list, share it with the other groups.

4) After all groups have shared their lists of "problems" discuss which of these may be related to the fact that Pam has been socialized as a girl.

5) Choose one or two "problems" to role play. How would you respond to Pam if you suspected that "not knowing how to plan" or something else was the problem.

Examples of Problems: "Career Planning is Impractical"

If the groups are unable to come up with an extensive list, the following examples may be used as the basis for discussion and role plays.

1. "I don't know how to plan."
2. "I don't know enough about what I want."
3. "I don't have enough information about schools."
4. "I don't have enough information about jobs."
5. "The future is too uncertain."
6. "I want to be a housewife."
7. "I don't have any money for school."
8. "I need to wait until I know what X is going to do."
9. "I don't think I can handle a career and motherhood."
10. "I don't have any skills."
11. "I don't have any confidence in my ability to be a productive worker."
12. "I resent other people telling me how I should run my life."
13. "I won't have anything to say about what I'll do anyway. My husband, father, boyfriend, etc., will tell me."

Assessment

Objective:

To ascertain to what extent participants have met unit objectives.

Instructions:

1. Ask participants to respond to the following questions (allow 5-10 minutes).

   a) Write down the two most important concepts that you've learned today.

   b) To what extent is what you learned applicable to your work? Name one strategy for change you could now implement. What is it about this particular strategy that meets your purposes?

   c) What additional materials and/or information do you want or need?

2. If time permits, invite them to orally share their assessment.

Assessment Form

Please take 5-10 minutes to respond to the following questions:

1. Write down the two most important concepts that you've learned today.

2. To what extent is what you learned applicable to your work? Name one strategy for change you could now implement. What is it about this particular strategy that meets your purposes?

3. What additional materials and/or information do you want or need?

UNIT V

APPENDIX

Suggested Homework Assignments

Objectives:

1. To increase participants' awareness of how they might be discriminating on the basis of sex alone.

2. To help participants identify and implement one strategy designed to help female students to explore and diffuse prevalent myths and/or conflicts regarding home and career affiliations or ambitions.

Instructions:

1. Consider one or two of your recent contacts with female counselees. If they had been males:

   a. would you have treated them differently?
   b. Would you have explored their educational aspirations more fully?
   c. Would you have asked them about how their aspirations might be affected by marriage and family?
   d. Would you have thought to encourage them to explore more diversified and highly skilled occupations?
   e. Would you have operated out of the assumption that they would be the primary support of their families?

2. Choose a partner whom you can spend about an hour with over the next week.

3. When you meet, role play the clients you were thinking about in this exercise. The purpose of the role playing is to give you and your partner practice in translating your awareness into more equal and unbiased treatment of your clients.

4. Instructions for role playing.

a. Take turns being client and counselor

b. Give each other feedback on how unbiased the counseling seems to be

Wrap-Up

1. Share your feelings about participating in this exercise.

2. Underscore one positive change you've observed in your partner's behavior and/or attitudes.

Additional Exercise

"Home/Career Conflict" Activity

Objectives:

1. Increase awareness of and clarify sex role values.

2. Identify differences where they exist between our intellect and emotional reactions to different value situations.

3. Identify implications in terms of behavior and conflict.

(Parts of the following activity have been adapted from Stebbins, L. B., Ames, N. L., & Rhodes, I., Sex fairness in career guidance: A learning kit. Cambridge, Mass.: Abt Publishing, 1975.)

Instructions:

1. Divide into groups of four.

2. Examine the "Home/Career Conflict" Vignettes.

3. Choose a leader who will read each question, one at a time; moderate the discussion, and make certain that everyone has a chance to contribute.

4. Read each question. Report your thoughts or intellectual reaction to it. Then share your emotional or feeling reactions.

5. Work at trying to understand each others' points of view. This is not a time to be critical, but rather to promote understanding of the complicated issue of coupling family and career. You'll have the next 15 minutes to share your reactions with one another.

"Home/Career Conflict" Vignettes

1. Mr. & Ms. M. share all household tasks and the care of their small children. Both work half-time, which reduces their income but allows them to maintain this family relationship. How do you feel about Mr. M.?

a) Mr. M. is probably somewhat lazy and unmasculine.

b) Mr. M. is wasting his time and will never be successful.

c) It is great that Mr. M. has someone to share his economic responsibilities and permit him to spend more time with his family.

d) Mr. M. is to be admired, but you couldn't accept such an arrangement.

e) No particular feelings one way or the other.

f) Other--specify

2. Mr. & Ms. A. are both working in careers that provide much satisfaction and opportunity for personal growth. They are separately offered jobs in different cities that would greatly advance their careers. What is the best solution?

a) Stay put

b) Mr. A. takes new job, wife follows.

c) Ms. A. takes new job, husband follows.

d) One partner takes the new job, decided by lot.

e) Separate, depending on distance, with each taking the job each wants, and waiting to see what happens.

f) Other--specify

3. Ms. B. is involved in a career she finds both exciting and challenging. Her job has often necessitated that she travel extensively. She is sometimes out of town for a week or two at a time. Ms. B. is married to a man who is very involved in his own career. They've decided not to have any children.

How do you feel about their decision?

a) Think they'll regret it later when they're old and have no grandchildren.

b) Feel sorry for Mr. B. since he'll have no son to carry on his lineage.

c) Feel sorry for Ms. B. who will never know the fulfillment that comes with bearing a child.

d) Think that Ms. B. should eventually fulfill her role as a wife and settle down to spending more time at home caring for her house and husband.

e) Respect their decision but realize I could not live with such an arrangement.

f) Other--specify

4. Mr. F. has decided to stay home and care for their two preschool children while Ms. F. pursues a career and earns the family livelihood. Mr. F. truly enjoys raising his children and caring for the house while his wife loves the excitement and challenge of her workaday world outside the home.

How do you feel about this arrangement?

a) If they are both happy, so be it.

b) I worry about the children who will suffer from lack of contact with their mother.

c) Mr. F.'s children will someday lose respect for him or think he's odd. They will be hurt by this arrangement as it goes against what has been established as natural and right.

d) This marriage probably won't last.

e) Other--specify

5. Ms. C. believes she has an excellent mechanical aptitude. She loves to repair things and has done minor mechanical repairs on her own car for some time now. She is considering a career in auto mechanics, attracted as much by the prospects of good pay as she is by the prospects of challenging her natural talents and interests.

What do you think about her interest in becoming an auto mechanic?

a) I would discourage such a career as she would probably find it too grimmy and dirty to stay with it, even if she could learn the technical instructions.

b) I wouldn't openly discourage her but I would try to help her see all the possible pitfalls. Inwardly I might question her ability to ever "land a man" if she pursues such a career.

c) I would help her to look at all her options; given her interest and aptitude I would encourage and support her efforts knowing that she is likely to run against a certain degree of opposition.

d) I might question her real motives. What does she really hope to get out of doing a man's job? It could possibly indicate some need for psychiatric exploration.

e) Other--specify

6. Re-assemble in large groups and share what went on in small groups.

Debriefing:

Address the following questions:

a. What did you learn about yourselves?

b. Were your intellectual and emotional reactions ever different? In which cases? How do you react to these differences?

c. To which reaction or viewpoint does your behavior correspond?

7. It is important that as counselors and educators we become aware of our values so that we do not unwittingly impose them upon our clients. Sometimes its difficult to be honest with ourselves especially when we know the quote "right" professional answers. The questionnaire was obviously designed to encourage self-exploration, a process which can help us as well as our clients.

Additional Materials

Suggested Readings for Unit V

Frazier, N., & Sadler, M. Sexism in school and society. New York: Harper and Row, 1973.

Maccoby, E. E., & Jacklin, C. N. The psychology of sex differences. Stanford, Ca.: Stanford University Press, 1974.

Stacey, J., Bernard, D., & Daniels, J. (Eds.) And Jill came tumbling after. New York: Dell, 1974.

AN ANNOTATED LIST OF RESOURCES FOR COUNSELORS TO USE IN PROMOTING THE DEVELOPMENT OF GIRLS AND WOMEN

Prepared for Wisconsin's School Counselors

by

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PREFACE

School counselors are becoming increasingly aware of the need to improve the quality of the services they provide to their female clients. The task of assisting young women in their life/career planning requires not only the attitude that such planning ought to be regarded with the same degree of seriousness as we formerly believed for young men, but also a set of skills and tools to implement new programs and approaches.

During the 1970's we have witnessed a burgeoning interest in research on girls and women and the development of materials and programs to promote their development. We have prepared this collection of resources with the expectation that as counselors gain access to these new conceptualizations and materials, they will feel more comfortable in designing strategies to meet the special needs of girls and women.

We make no claims that this list is either comprehensive or exhaustive, nor that school counselors will find all of the resources uniformly useful. It is our hope, however, that it will provide both an overview of available materials and a stimulus for the creation of new materials and the adaptation of existing ones.

The resource list was compiled with four purposes in mind:

(1) To provide a bibliography of relevant foundational readings for school counselors in both the general areas of the psychology of women and sex role stereotyping and the specific area of counseling girls and women (See Sections I and II);

(2) To categorize materials for use with students by type of media (See Sections III, IV, and V);

(3) To put counselors in touch with additional and continuing sources of information and materials (See Sections VI, VII, and IX); and

(4) To recommend some non-biased career information sources that may be used by students themselves (See Section VIII).

Many of the materials on this list are free or inexpensive and readily accessible; others may require financial outlay or effort to obtain. In either case, we hope that they will prove helpful to you in programming for your women students.

P.L.W.
J.D.P.

11/74

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PROMOTING THE DEVELOPMENT OF GIRLS AND WOMEN—

through non-biased counseling

BIBLIOGRAPHY

1*
Bem, S., & Bem, D. Training the woman to know her place: The social antecedents of women in the world of work. 1973. Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126. Explanation of the effect of sex role conditioning on women's aspirations and the ways in which women learn their place in society.

1*
Colloquy, November 1973, 6. The awareness game. Resource Center on Sex Roles in Education, 1156 - 15th St., N.W., Washington, D.C. 20005. Eighteen essays giving an overview of sexism in education. 50¢

1*
Giele, J. Changes in the modern family: Their impact on sex roles. American Journal of Orthopsychiatry, October 1971, 41. Reprint available from KNOW, Inc., Box 86031, Pittsburgh, PA 15221. The worlds of women and men increasingly overlap; discussion of change and sex roles. 30¢

1*
Lipman-Blumen, J. How ideology shapes women's lives. Scientific American, January 1972, 226. Data from a survey of college women reveal that a woman's life goals, particularly her educational and occupational aspirations, are guided by the type of sex-role ideology acquired in childhood.

1*
Marshall, P. Look who's wearing lipstick! Reprinted from Manpower, December 1972, 4. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Interesting and revealing interviews with women working at "men's" jobs. Free

1
Revolution in women's sports. Reprint from Women Sports, September 1974. 1660 South Amphlett Blvd., Suite 266, San Mateo, CA 94402. 24-page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes towards sports, and more. Plus: The action manual: Talking back, snappy comebacks to sexist arguments, using the law to fight back, winning athletic scholarships, getting help. This report is one of the best resources about women and sports. $1.00.

Pupil Services Section, Instructional Services Division
Wisconsin Department of Public Instruction, 126 Langdon St., Madison
Barbara Thompson, Ph.D., State Superintendent

*U.S. Commission on Civil Rights. Civil Rights Digest, Spring 1974. 1121 Vermont Ave., Rm. 410, Washington, D.C. 20425. This issue includes articles on feminism as it relates to Puertorriquenas, Chicanas, Black women, Asian and Indian women. Digest also offers a Resource List for women: research centers, clearinghouses on women's issues, legal aid sources, and women's centers. Free

1*
U.S. Department of HEW, U.S. Office of Education. Education for survival: Final report sex role stereotypes project, USOE-0-72-2507, July 1973. National Education Association, 1201 - 16th St., N.W., Washington, D.C. 20036. Documents the development and implementation of the national working conference on sex role stereotypes in the classroom. $2.25

2
ACES Commission for Women. Women and ACES: perspectives and issues. Association of Counselor Education and Supervision, monograph, 1974.

2
American Psychological Association. Counseling Women, special issue of The Counseling Psychologist, vol. 4, No. 1, 1973. Among the topics covered in this journal are the impact of feminism on educated women, consciousness-raising groups, assertive training, and career counseling of girls and women. Contains excellent reviews of literature, especially in area of career development of women. Available from The Counseling Psychologist, Washington University, Box 1180, St. Louis, MO 63130. $3.00

2
American Personnel and Guidance Association. Counselors and Women, special issue of the Personnel and Guidance Journal, October 1972. Articles from a number of distinguished contributors examine sexism in counseling from a number of perspectives. Recommendations for positive action accompany many of the articles. Available from Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. $2.00

2*
Birk, J., & Tanney, M. Career exploration for high school women: A model. Paper presented at the National Education Association Conference, 1972, at Airlie, VA. NEA, 1201 - 16th St., N.W., Washington, D.C. 20036. A model designed for junior and senior high school levels to heighten awareness of the influence of sexism regarding women's roles.

2
**Birk, M., Cooper, and Tanney, M. F. Racial and sex role stereotyping in career information illustration. This slide presentation gives the results of a study carried out at the University of Maryland on racial and sex stereotyping in selected occupational literature, particularly the Occupational Outlook Handbook, the Encyclopedia of Careers and Vocational Guidance, 1972, and the Science Research Associates Occupational Briefs, 1973. The investigators concluded that women and minorities are under-represented and that the realities of the work world are not accurately presented. Women and minorities appear in subordinate, assistant, and passive roles. Available from the authors at the University of Maryland, College Park, MD.

2
Changing women in a changing society, special issue of the American Journal of Sociology, University of Chicago, 1973.

2
**Crump, Carol B. Learning kit for guidance counselors and counselor educators to aid in the deliverance of sex-fair counseling. This is a self-administrated six-hour training kit designed to help secondary and post-secondary counselors avoid sex-stereotyping in their guidance activities, particularly in career counseling. Intended to be used individually or in groups. It will consist of five modules--orientation to the need, laws and regulations, bias in inventories, bias in interview content, and a resource guide. Available from Carol B. Crump, Abt Associates, Inc. 55 Wheeler Street, Cambridge, MA 02138.

2
Guidelines for Title IX, Dept. of HEW. Available from Proxmire's or Nelson's Offices, Senate Office Building, Washington, D.C. Note that only preliminary printings of Title IX Guidelines are available at this date. Final guidelines should be available early in 1975.

2
Matthews, Esther, et. al. Counseling girls and women over the life span. Washington, D.C.: American Personnel and Guidance Association, 1972. This monograph examines both theory and practices as they relate to counseling women over the life span.

2*
National Institute of Education Career Education Program. Guidelines for assessment of sex bias and sex fairness in career interest inventories. 1974. U.S. Department of HEW, NIE, Washington, D.C. 20208. Program presents a comprehensive analysis of sex bias in the test, inventory, technical information and interpretation information.

2*
Stevenson, G. Career planning for high school girls. Reprinted from Occupational Outlook Quarterly, Summer 1973. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Pamphlet points out reasons for planning for a career, not merely for work. Free

2*
U.S. Department of Commerce, Bureau of the Census. We the American women. 1973. Available from the U.S. Government Printing Office, Washington, D.C. 20402. Statistical profile of women in American society. 45¢

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. A guide to sources of data on women and women workers for the United States and for regions, states and local areas. 1972. Washington, D.C. 20210. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Facts on women workers of minority races. May 1974. Washington, D.C. 20210. Paper gives statistics on women by age, race, sex, marital status, number of children, education, occupation groups, salary and wages. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Fully employed women continue to earn less than fully employed men of either white or minority races. 1974. Washington, D.C. 20210. Bargraphs illustrate women and men's earnings. (8" x 10 1/2", black and white). Free

2*
U.S. Department of Labor Employment Standards Administration, Women's Bureau. Functions and services of the Women's Bureau. Washington, D.C. 20210. Services provided are clearinghouse of ideas and information, reference source, advisory & technical assistance, dissemination of information, and active leadership. Free

2*
U.S. Department of Labor, Employment Standards Bureau, Women's Bureau. Highlights of women's employment and education. 1974. Washington, D.C. 20210. Statistics on women's employment patterns, earnings and education including age, family status and occupations. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Most women work because of economic need. 1974. Bargraph presentation of women in the labor force by marital status (8 1/2" x 10 1/2", black and white). Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau Promotional for: A working woman's guide to her job rights. 1974. Washington, D.C. 20210. Publication is a guide to knowing your rights: before, during and after working. Single copy free from Women's Bureau. Multiple copies 60¢ (25% disc. on 100), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Steps to advance equal employment opportunity for women. 14 ways to ensure equality. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Steps to opening the skilled trades to women. 1974. Washington, D.C. 20210. Paper discusses ways women can get into the trades and unions. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. The myth and the reality. 1974. Washington, D.C. 20210. Paper refutes nine common misconceptions with the truth about working women. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Twenty facts on women workers. June 1974. Washington, D.C. 20210. Did you know "nine out of ten girls will work at some time in their lives?" 19 more facts. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Why women work. 1974. Washington, D.C. 20210. Women work to support themselves and others; discussion supported by facts and figures. Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Women are underrepresented as managers and skilled craft workers. 1974. Bargraph illustration of percentages of women in various occupations as managers (8" x 10 1/2", black and white). Free

2*
U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Women workers in ______(by state), 1970. Washington, D.C. 20210. Comprehensive analysis of women in the labor force by age, education, marital status, occupation, income, race and sex. Free

3
Career education learning opportunities guides for the junior high school. Includes English, Home Economics, Industrial Education and other areas. Available from the Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, MN, 1974. Approximately $2.50 each. Packages are designed to aid teachers to easily and effectively actualize the philosophy and goals of career development in the curriculum. They are worthy of note in that they actively integrate procedures to develop awareness that planning for careers in equally important for males and females.

3
Education Committee of Pennsylvanians for Womens' Rights. Self study guide to sexism in schools. 1974. A guide which deals with the main areas of school life, curriculum, instructional materials, the library, the staff, the school environment, etc. Available from the Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

3
Emma Willard Task Force on Education. Sexism in education. (2nd ed.) Box 14229, University Station, Minneapolis, MN 55408. $3.50. A storehouse of valuable classroom ideas for teachers and counselors to use in helping children to live lives beyond stereotyping.

3
*Farmer, H., & Backer. T. Counselor's sourcebook: career guidance and vocational counseling for women. Sourcebook is being developed as part of a project of the Human Interaction Research Institute, Los Angeles, sponsored by National Institute of Education. Publication will include discussions of recent research on counseling women and impact of federal legislation on women's work opportunities, facts about women at work in the 70's, and a listing of information sources. Available in 1975 from Human Interaction Research Institute, 10889 Wilshire Blvd., West Los Angeles, CA.

3*
Kane, I. Women at work. San Francisco: Change for Children, 1974. 2888 Mission St., Rm 226, San Francisco, CA 94110. Packet of fifteen 8 x 10 photo reproductions of women of different ages and ethnic backgrounds working in non-traditional jobs. Suggestions for classroom use come with each packet. Write for brochure. $3.50

3
**Minnesota Resource Center for Social Work Education. Sex role stereotyping fo the human services. Contains a wealth of information and exercises on employment, education, law, and social/personal life with implications for child rearing, employment, education, and politics. A special section deals with human services practices and provides 3 case examples for role-playing. Available from Minnesota Resource Center for Social Work Education, Augsburg College, Minneapolis, MN. $2.50

3
**Resource Center on Sex Roles in Education. NEA resources kit on sex roles in education. A series of materials produced by the National Foundation for the Improvement of Education. It consists of multimedia materials including a filmstrip called Cinderella is Dead and a newsletter to assist in reduction of sex role stereotyping. Available from Resource Center on Sex Roles in Education, National Foundation for the Improvement in Education, Washington, D.C. 20036. $66.00

3*
Resource Center on Sex Roles in Education. Today's changing roles' An approach to non-sexist teaching. The National Foundation for the Improvement of Education, 1974. Resource Center on Sex Roles in Education, 1156 - 15th St., N.W., Washington, D.C. 20005. 108-page paperback designed as supplemental instructional materials to assist children to explore and understand that sex role stereotyping has limited female and male roles. For elementary, intermediate and secondary school teachers. $3.00

3*
Stern, M. (Ed.) Women in education: Changing sexist practices in the classroom. 1973. American Federation of Teachers, Women's Rights Committee, 1012 - 14th St., N.W., Washington, D.C. 20005. 75-page booklet of education journal reprints divided into three categories: why change?, methods for change in the classroom, and suggested materials; bibliographies on sexism in children's books and women's rights. $1.50

3
Vetter, Louise, and Sethney, Barbara J. Women in the work force: Development and field testing of curriculum materials. 1972. A complete unit, including objectives, methods of evaluation, methods of presentation, actual materials, conclusions and recommendations. Available from the Center for Vocational and Technical Education, the Ohio State University, 1900 Kenny Road, Columbus, OH 43210.

4
**Birk, Janice and Tanney, Mary Faith. Career exploration for high school women: A model. The authors have created a three-day program for high school women to explore new career and life style possibilities. The optional program includes several exercises including a Living Careergram, Myths and Realities, Group Fanatasy of "What Can Be," and role playing. Available from Dr. Janice Birk and Dr. Mary Faith Tanney, Counselor Education Department, University of Maryland, College Park, MD.

4
**California Commission on the Status of Women. When I grow up I want to be married. A series of 10 profiles of women based on actual facts about women's life expectancy, educational-vocational-family decisions, and participation in the work force. Can be used with in-service workshops with

teachers and counselors or with students themselves. Participants build an "ideal life" for their profile person. Impact, Counseling and Personnel Services Center, University of Michigan, 1972.

4
**DeKock, Paul. *Herstory*. A simulation dealing with male and female roles, emphasizing the American woman's circumstances, past and present. Students follow four cycles of learning through conducting surveys, contract projects, research, role playing, and discussion. The author classifies 44 hypotheses about male and female roles into four study cycles--Manners and Courtship; Marriage, Family, and Divorce; Job, Achievements, and Reform; and Nature and Nurture. Available from Interact, Box 262, Lakeside, CA 92040.

4
**Emma Willard Task Force on Education. *Joan and Paul*. A teaching guide for a role-playing approach to career counseling. Attempts to show through decisions players make for Joan and Paul what might happen to a woman who decides to combine marriage and an academic career. The two make decisions individually and together about further education, work, marriage, and children at different decision points. Can be adapted for counseling or teaching. Emma Willard Task Force on Education, 1520 West 27th St., Minneapolis, MN 55408.

4
Exploring sex typing: A kit for counselors. Available from Education Chairperson, Status of Women Council of B.C., Suite 102, 1045 West Broadway, Vancouver 9, British Columbia, Canada. A kit with a variety of methods and materials for counselors to use with groups of young people. For 50¢ plus postage.

4
Great expectations. Prepared by San Fernando Valley AAUW. Available for $1.00 from Myra Fisher, 4805 Dunman Ave., Woodland Hills, CA 91364 (213/888-1070). A packet of exercises for young women about the future and work.

4*
Moberg, V. Consciousness razors. 1972. The Feminist Press, Box 334, Old Westbury, New York, 11568. Creative ideas for changing consciousness about sex roles; good pamphlet for classroom use. 20¢

4
**Naiman, Adeline. *The role of women in american society*. A film-based curriculum for male and female students aimed primarily at 10th, 11th, and 12th grades. Purpose is "to help adolescents examine the decision points in women's lives so that they may make informed decisions about their own lives." It consists of 10 units plus teacher and student resource guides. It could serve as a base for a one semester course or for a mini-course. Materials are under development through 1975 and are being field tested. Available from Ms. Adeline Naiman, Education Development Center, 55 Chapel St., Newton, MA 02160.

4
Planning ahead for the world of work. Prepared by Louise Vetter and Barbara Sethney, Center for Vocational and Technical Education, Ohio State University, Columbus, OH. Available for $2.29 from ERIC Documents Reproduction Service, Drawer O., Bethesda, MD 20014. A classroom curriculum unit about work, developed for use with high school women students; includes student materials and a teacher guide.

4

Robot. Available for $2.00 from Fundamentals, P.O. Box South, Pasadena, CA 91030. An alternative to Old Maid, this nonsexist card game portrays women and men in almost identical work roles and clothing.

4*

Shargel, S., & Kane, I. We can change it! San Francisco: Change for Children, 1974. 2588 Mission St., Room 226, San Francisco, CA 94110. Ideas, experiences and suggestions for eliminating sex and race stereotyping in pre-school and elementary school classrooms. $1.00

4

**The counselor and the feminine protest. A booklet with background articles on male and female roles with perspectives on the problems from both sexes. Of particular help to the counselor is a role-play situation in which two exaggerated counseling interviews are presented to help counselors identify biases, attitudes, and behaviors, some subtle, some obvious, which are not supportive of women. "The Biased Counselor" and "Pure Fantasy". Available from Counseling and Student Personnel Services Center, University of Michigan, Ann Arbor, December 1971, #OG 400 034.

4

The vocational readiness package. For information write Jeanne Scott or Maureen Rabin, 1215 Lodi Place, Los Angeles, CA 90038. A five-day program for junior and senior high school women utilizing simulation games and improvisational drama to simulate more realistic thinking about careers and marriage. 15¢

5

**Brandon, Diane. Anything you want to be. A ten-minute film in black and white showing the ironies of a high school girl growing up in America. Can be used with adults or students directly. Available from Diane Brandon, New Day Films, 267 West 5th St., New York, NY.

5

**Free to be you and me. Both a lpn record and a paperback book this is an excellent audio-visual resource, especially for the elementary, but enjoyed by adults as well. Based on the TV program of the same title by Marlo Thomas, it attempts to break down stereotypes through poems, songs, stories, and a new kind of fairy tale. Sample titles: "William's Doll", "It's OK to Cry", "My Dog is a Plumber", "Brothers and Sisters". New York: McGraw-Hill, 1974.

5

**Hansen, L. Sunny. Career development of women. A series of half hour color video cassettes for use in in-service workshops, courses on women, and counselor education. The first four deal with: 1) Life Career Patterns of Women, 2) Male Perspectives on Women's Changing Roles, 3) New Directions: Junior High, and 4) New Directions: Senior High. Available from Dr. L. Sunny Hansen, Counseling and Student Personnel Psychology, 139B Burton Hall, University of Minnesota, Minneapolis 55455, 1974.

5

**Modern Women: The uneasy life. A one-hour documentary, this film explores the feelings of college-educated women about the various roles available to them today. Interviews are conducted with traditional mothers and homemakers, those combining the roles of work and marriage, and professional single women. The women discuss the satisfactions and frustrations of their lives and patterns. Attitudes of husbands and single males toward educated women are also explored. 16mm film, black and white, 90 minutes. Produced by NET - The Public Television Network.

5
Sex role stereotyping in textbooks. 1974. (Slide program). Produced by Lenore Weitzman, University of California at Davis 95616. This program studies texts used in elementary grades and provides the most effective educational tool for parents and teachers the viewer has seen. Time about 45 minutes. Available from the Resource Center on Sex Roles, 1156 - 15th St., N.W., Washington, D.C. 20005, (202/833-5426).

6*
Ms. Magazine. Subscription Department, 370 Lexington Ave., New York, NY 10017. This monthly is a useful periodical for teachers and students of women's studies; includes articles about forgotten women in history, non-sexist children's stories. $9.00 a year (single copy $1.00).

6
Resource Center on Sex Roles in Education. Research action notes, 1156 - 15th St., N.W., Washington, D.C. 20005. Write to be put on their mailing list for a newsletter of current developments in the study of the elimination of sex typing.

6
Womensports Magazine. Subscription Department, 1660 South Amphlett Blvd., San Mateo, CA 94402. A useful resource for all teachers and all students. The September 1974 issue's tearout section, The revolution in women's sports, is a comprehensive report of the issues today: Title IX, the coed team debate monetary inequities, where to get help, how to use the law and more. $12.00 a year ($1.00 single copy). This magazine will aid counselors in locating athletic scholarships for girls.

7*
Ahlum, C., & Fralley, J. Feminist resources for schools and colleges: A guide to curricular materials. New York: Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, New York, 11568. This resource list is for teachers, students, counselors, librarians and parents interested in challenging sexism in education and creating non-sexist curriculum. $1.25

7*
American Personnel and Guidance Association Commission for Women. Paper gives brief history of the commission, its functions and contributions. The 1973-74 Report of the Commission for Women, which includes a selected bibliography, Essential readings for counselors of girls and women, is available from Dr. Lynn E. Haun, 8335 Caribbean Way, Sacramento, CA 95826. 75¢

7
Business and Professional Women's Foundation. Career counseling: New perspectives for women and girls. A selected annotated bibliography. 1972. Business and Professional Women's Foundation, 2012 Massachusetts Ave., N.W., Washington, D.C. 20036. Bibliography is divided into two sections; research material on counseling and occupational choices; careers--where they can be found and how to go about getting jobs. 50¢ Includes detailed synopses of research and theoretical articles, a comprehensive list of career information for girls. Highly recommended.

7
Sells, Lucy W. Current research on sex roles. 1972. Annotated. Available from L. W. Sells, 1181 Euclid Ave., Berkeley, California 94708. $2.50 for faculty, administrators, and libraries, and $1.50 for students ($2.25 and $1.25 for third class mail).

7
The Feminist Press. Bibliography on the treatment of girls in school. 1972. Some annotation. Available from the Feminist Press, Box 334, Old Westbury, New York 11568. Free to students, teachers, and counselors (if they include a stamped self-addressed envelope).

7
Whaley, Sara Stauffer. Women studies abstracts (a journal published quarterly). This annotated journal is available from Women studies Abstracts, Box 1, Rush, NY 14543. $10.00 per year for library edition (including annual index), $7.50 for individuals, $5.00 for students.

7*
Women's Bureau. American women at the crossroads: Directions for the future. 1970. U.S. Department of Labor, Washington, D.C. 20210. Report of the 50th anniversary conference of the Women's Bureau. Ten appendices: roster, directory, agency/organization representation, exhibits and selected references. Free

7*
Women's Bureau. Publications of the . . . . 1974. U.S. Department of Labor, Washington, D.C. 20210. Over 75 listings of excellent resource material. Price list included although much of the material is free. Free

8*
Mitchell, J. Other choices for becoming a women. Pittsburgh: KNOW, Inc. 1974. A feminist handbook for high school women to help them realize their potential as women and plan now for other choices. $4.50

8*
Seed, S. Saturday's child. New York: Bantam Books, 1974. 36 women photographed and interviewed about their jobs and careers--occupations which until recently have been considered out of reach. $1.25.

8*
Stevenson, G. Career planning for high school girls. Reprinted from Occupational Outlook Quarterly, Summer 1973. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Pamphlet points out reasons for planning for a career, not merely for work. Free

9
Advocates for Women. 654 Market St., San Francisco, CA 94104. An economic development center working on employment and credit discrimination and aiding women starting their own businesses.

9*
American Civil Liberties Union Women's Rights Project. 22 East 40th St., New York, NY 10016. The project handles constitutional litigation, lobbies for national legislation and disseminates information. Rights of women, and employment guide to the legal rights of women. 95¢

9*
American Federation of Teachers, Women's Rights Committee. 1012 - 14th St., Washington, D.C. 20005. Write for their list of pamphlets and education materials.

9*
Black Women Organized for Action. P.O. Box 5072, San Francisco, CA 94115. Maintains talent bank of black women; published newsletter with job listings.

9*
Black Women's Employment Project, NAACP Legal Defense and Education Fund, Inc. 10 Columbus Circle, New York, NY 10019. A research and education program planning nationwide study of discrimination against black women in employment.

9*
Black Women's Institute, National Council of Negro Women. 1346 Connecticut Ave., N.W., Washington, D.C. 20036. Sponsors education and research programs; operates Resource Service Center to help women with employment, daycare, health, education, legal assistance and welfare rights.

9*
Chicana Service Action Center. 5340 E. Olympic Blvd., Los Angeles, CA 90032. Handles job placements and training, supportive services, counseling. Publishes SAC Newsletter.

9
National Black Feminist Organization. 370 Lexington Avenue, Suite 601, New York, NY 10017. Write for information.

9*
National Chicana Institute. P.O. Box 50155, Dallas, Texas 75250. An umbrella group coordinating the activities of several Chicana groups.

9
NOW Legal Defense and Education Fund. 641 Lexington Ave., New York, NY 10025. The litigation, research and education arm of National Organization for Women.

9
National Organization for Women. National office, 5S. Wabash St., Suite 1615, Chicago, IL 60603. Write for address of local chapter.

9
Office for Civil Rights, U.S. Department of HEW. Washington, D.C. 20201. Write them or our regional office in Chicago.

9*
Project on Equal Education Rights, NOW Legal Defense and Education Fund. 1522 Connecticut Ave., N.W., Washington, D.C. 20036. Project monitors and disseminates information on the enforcement of the Title IX sex discrimination ban in elementary and secondary schools.

9*
Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association. 1607 New Hampshire Ave., N.W., Washington, D.C. 20009. Report on the year-long project to be available Fall 1975.

9*

Rape Crisis Center. P.O. Box 21005, Washington, D.C. 20009. Center handles counseling, medical and legal referrals for rape victims. Center is national clearinghouse for information on rape.

9*

Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210. Write for their publications list. Over 75 listings of excellent resource material. Useful in the classroom. Price list included although much of the material is free.

*This annotation supplied by the SEGO Multi-Media Exhibit Resource List

**This annotation supplied by L. Sunny Hanson, October, 1974.

CAREER AND VOCATIONAL DEVELOPMENT

Unit III - Factors Influencing Individual Career Development

Lesson 1: Career Development Over the Life Span 191

Developed by Phil Perrone and Debbie Hoffman, Guidance and Counseling Department.

CAREER AND VOCATIONAL DEVELOPMENT

Unit III: Factors Influencing Individual Career Development

Lesson 1: "Career Development Over the Life Span"

Instructional Goal:

To familiarize participants with both the subtle and more obvious psychosocial aspects of career development over the life span.

Procedure:

This unit contains four sets of video taped interviews. One tape contains interviews with children and adolescents; another with young and middle-age adults; a third with persons at or past retirement; and a fourth tape contains interviews with persons having "alternative" career patterns of life styles.

In conducting the interviews from which the tapes were developed, individuals in each group were asked to respond to questions designed specifically for that group.

Questions asked were:

K-6

1. What things do you do during the day?
2. What do you like to do most?
3. If you could be your favorite person or anybody else you wanted, who would you be? (Probe for "why")
4. What would you have to do to become him/her?

7-12 &
Post-high school

1. How do you spend your time?
2. What do you like to do most?
3. What do you want to do after you finish your schooling?
4. What can you do to get there?
5. Do you think you will ever want to do anything different?
6. What do you want to accomplish in life?

Entry/
Establishment/
Maintenance
Pre-retirement &
Alternative
Patterns

1. How do you spend your time?
2. What do you like to do most?
3. What do you like to do least?
4. How did you get where you are?
5. Where do you want to go from here?
6. What can you do to get there?
7. What do you want to accomplish in life?

Post-retirement

1. What were your retirement plans?
2. How is retirement different than you thought it would be?
3. What changes would you like to make?
4. What has given you the most pleasure in life?

In preparing participants for the viewing of the tapes, ask them to keep in mind what they learned from the unit on career development theory and the unit on sex-role stereotyping as they see and hear each interview.

Ask them to be looking for:

Awareness of self.

Awareness of environmental opportunities and constraints.

Proactive and reactive dimensions of planning and choice.

After viewing the interviews, the instructor should have students identify the career guidance needs of selected individuals. Comparisons can be made regarding the career guidance needs of females and males in different stages of development.

As an alternative to utilizing the tapes, or as an adjunct to them, the questions developed for the interviews might be used in having participants develop a similar pattern of interviews in their local school or community.

CAREER AND VOCATIONAL DEVELOPMENT

Unit II: Sex-Role Stereotyping

Instructional Goals:

The ultimate purpose of this unit is to eliminate or alleviate sex-role stereotyping, particularly as it relates to career development and choice.

Procedure:

Three complete lessons with all the necessary support data are provided:

1. Focus on Self-Awareness

2. Career Development

3. Psychological Aspects of Career Development

Each has separate objective exercises and recommended follow-up activities. Each is self-explanatory and can be used singly or in conjunction with the two accompanying lessons.

These lessons are augmented by an annotated resource guide designed to be used by counselors in promoting the career development of men and women.

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Part 3

Career Development Programming

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PART 3: CAREER DEVELOPMENT PROGRAMMING

Background:

The basic democratic tenets upon which the American political economic system is based commit us to providing an education system in which each and every individual may have the opportunity to reach his/her fullest potential. Programming for career development when "career" is defined in its broadest sense is aimed at providing these opportunities through reorienting school curricula.

In recent years much has been written about a need for career education, career guidance and career placement programs. Extensive research monies have gone into program development. Yet confusion still reigns regarding both what these separate programs should include and how they interrelate. Moreover, to date most training in programming, methods and techniques has taken place in the form of in-service education under the auspices of individual school districts. Optimally future deliverers of career development programs should receive training during the preservice years. As part of this training future counselors and teachers need to know what the various career development services are, how these services interrelate, and they need to receive training in the skills necessary to deliver the various services.

Purpose:

The purpose for this part of the course is:

1. to assist students in understanding the role of the school in promoting and facilitating career development

2. to assist students in understanding the relationships between Career Education, Career Guidance, Career Placement

3. to provide students with the background skills necessary to develop and/or participate in school-based career development programs

Content:

This part of the presentation includes five sections consisting of a variety of units and lessons:

I. Background and Issues in School-Based Career Development Programs

II. Career Education

III. Career Guidance and Counseling

IV. Career Placement

V. Career Program Resources

The first section on Background and Issues contains several lessons designed to assist students in understanding the school's role in the career developmental process. Included is a lesson designed to assist them in understanding the interrelationships between the various school services as they operate for this purpose. Career Education, Career Guidance and Career Placement are defined and examined as they interrelate.

The second section on Career Education is designed to provide students with the opportunity to examine several career education models in order to acquire the necessary background to develop and implement career education programs/units. Resource guides and support materials keyed to the Wisconsin Career Development Planning Model are provided to assist them in developing programs/units of their own.

The third section, Career Guidance and Counseling consists of six units:

I. Background and Rationale for Career Guidance Programming

II. Career Information

III. Career Assessment

IV. Career Counseling

V. Coordination and Referral

VI. Career Evaluation through Follow-Up

Each unit focuses on one of the various guidance services. Since most guidance students either will receive or will already have received training in testing and assessment, counseling, consultation and so on, only the career or vocational aspects of each are covered. Moreover, this coverage is both limited and selective. Consequently, coverage is not complete and will require instructors to fill in the blanks with additional lessons.

The fourth section is a comprehensive presentation on career placement programming. Lessons are divided in three units:

I. Introduction to Placement

II. The Placement Process

III. Planning the Placement Program

In the introductory unit placement is presented as it relates to a total career development program. Lessons are presented which focus on basic principles of placement, placement models, and ethics in placement.

Lessons in the second unit focus on the specific process of translating career goals into the realities of corresponding placements. Included are highlights on locating, securing, developing and maintaining placement opportunities.

The third unit focuses on the skills and processes necessary to plan and inaugerate a school-based placement program. Lessons include techniques and procedures on needs and resource assessment, developing objectives, staffing and evaluation as each relates to the total programmatic effort.

The fifth section, Career Program Resources, consists of a group of lesson plans designed to assist teachers and counselors in acquiring the skills necessary to: (1) identify, evaluate and select career education and career guidance materials, and, (2) organize and store an access career guidance and career education materials. The concept "career resource center" is incorporated as the focal point for this housing and dissemination.

Limitations:

The sections presented involve each of the various career services. A comprehensive presentation on any one of these services above could form the content for an entire course. Outside of placement, the lessons in the sections covered are limited in scope. Consequently, instructors who desire to limit their emphasis on one of the services will have to augment what is provided here.

The sections presented and lessons within sections have been developed by different authors with different backgrounds. Lessons vary in orientation and style. Consequently, at times lessons may seem repititious or in conflict.

Alternative Units/Lessons:

For those instructors wishing to augment sections or to substitute lessons for those presented, a supplementary media guide is presented under separate cover. It contains a review of mediated materials keyed to the various sections presented in this part of the course.

Suggested Supplementary Readings:

The developers of the separate sections of this part of the course each provide a list of suggested readings. These perhaps will need augmentation contingent upon the prospective instructors emphasis.

LESSON PLANS:
BACKGROUND AND ISSUES IN SCHOOL-BASED CAREER DEVELOPMENT LESSONS

Developed and Written by
John D. Hartz

for

"Career Education, Career Guidance and
Occupational Competence" Workshop
Madison, Wisconsin

Wisconsin Vocational Studies Center
University of Wisconsin - Madison
321 Education Building Box 49
Madison, Wisconsin 53706

May, 1977

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Section 1

Background and Issues in School-Based Career Development Lessons

Purpose:

The lessons in this section are designed to assist students in acquiring working definitions of the various career development services; understanding the school's role in facilitating career development; and understanding the interrelationships of the various school services.

Content:

This section consists of two units & three lessons:

Unit 1: Background

Lesson 1: "Career Education, Career Guidance and Career Placement Defined"

Unit II: Issues

Lesson 1: "The Covert Curriculum"

Lesson 2: "Issues in Career Development Programming"

Limitations:

The purpose of these lessons is to provide students with a background on key concepts and to introduce major issues. Issues in career development could be covered much more extensively and in greater depth.

Readings:

A suggested list of readings is provided as a supplement to each lesson.

BACKGROUND AND ISSUES IN SCHOOL-BASED CAREER DEVELOPMENT

Unit I

Background

Lesson 1: "Career Education, Career Guidance & Career Placement Defined" p. 2

BACKGROUND AND ISSUES IN SCHOOL-BASED CAREER DEVELOPMENT

Unit 1: Background

Lesson 1: "Career Education, Career Guidance and Career Placement Defined"

Background:

There is little question that during the past decade there has been increased emphasis placed on the school's role in preparing young people for the world of work. Much federal money has gone into research and development to further this aim. As the career education movement has grown, its ultimate aims have expanded. It no longer takes the narrow focus originally espoused by Sidney Marland.

Along with the growth of the career education movement, a new and increased emphasis has developed for career guidance and career placement programs. With the growth of these new programs confusion continues regarding both their purposes and how they interrelate.

Instructional Goals:

The purpose of this lesson is to assist students:

1. In understanding the school's role in promoting career development.
2. In acquiring working definitions of career; career education; career guidance, and career placement.
3. In understanding the interrelationship of the school's career services.

Class Procedure:

With no preparatory reading, select students from the class to enact the roles in the accompanying "role processing" script.

First set the scene. Then, pass out copies of the script.

Scene - It's late summer. Several teachers, a counselor and the principal of a new school are visiting around a table in heavy discussion--in preparation for the new year. The school is located in a middle-sized city in the Midwest. The city is relatively conservative but growing. The new high school district was created out of parts of two other districts where the schools had become over crowded. The teachers and counselors had been employed at other schools in the city. The principal has been newly hired.

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

CAST

Jack Straight. Jack is the new principal. He used to teach history and coach but left education for business. He missed it so went back to school to get a masters in Educational Administration. This is his first administrative job. Jack wants to do well. He's a climber.

Harvey Woodburner. Harvey is a shop teacher. He dresses very conservatively. He prides himself in having all ten fingers. He also prides himself in the fact that during his twelve years of teaching woodwork over the hill no one had an accident. Some say Harvey's a workaholic. He has his own construction Company (which is doing very well) in addition to teaching. His teaching actually costs him money. But, he believes it's important. He says, "I try to instill the work ethic. People just don't take pride in their work anymore. It's my job to help turn things around." Despite his taciturn nature and his strictness the kids seem to like him.

Joe Rap. Joe is a counselor. He's a fashion plate. He's a former jock, comes from a wealthy background and drives a Jag XKE. He worked at the inner city alternative school. He prides himself in being able to "rap" and relate with anyone. As he sees it, kids have more problems today than ever before and with the breakdown in the family they need someone to talk things over with. And they need help solving their problems. Or as he puts it, "Someone's gotta help them get their s--- together. Someone's gotta help them get their heads on straight."

Myra Pratt. Myra's an English teacher. This is her second year of teaching. She graduated Phi Beta Kappa in Anthropology but decided she wanted to teach so went back and got an MAT in English. She's not just a brain, she's beautiful even though she tries to hide it. She's a free thinker. She sees her role as using literature to help students search for a deeper meaning to life--to search for truth, beauty and love.

Annie Greenspring. Ann teaches office practice. She has for almost twenty years. Annie's liberated. Her husband is not. She belongs to most movements and is very active in community affairs. She's a tough teacher. She gets results. However, she constantly pushes her "young women" to try for more. She tells them, "typing and office skills are great but being a secretary is for losers, unless you use the job as a means for better things."

Marvin Goodbody. Marvin is a social science teacher and coach. He was an assistant coach over the hill and has just been promoted. Marvin's tough but quiet. He just completed his M.A. in Social Studies, enjoys teaching and love's coaching. He's married, has four children and hopes to stay in the community till he retires. He has no aspirations to become a counselor or administrator. He knows he's good at what he does and he likes it.

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

Script
"Cake and Moths"

Jack - I called this meeting. . .

Joe - (interrupting, addressing Marvin) Hea baby, how's your golf game?

Marvin - (scowling) Not good!

Joe - I'm . . .

Harvey - (interrupting, addressing Joe) Hey clown, would you knock it off. I'm not here to listen to you talk about your silly games.

Joe - Harvey you know what they say about all work and no play. . . well you're living proof.

Harvey - Well, I work for a living and I'm proud of it. I don't have a big sugar daddy to buy me little kid's cars.

Jack - O.K. let's get down to work. I called this meeting because I've just met with Mr. Jim Gold, the new president of our school board. Jim is very serious about his position and concerned with what kind of educational program we're setting up here. He's been doing some reading on current educational practices. Let me read you what he handed me.

Joe - Why don't you just hand it out. We can read it at home. I'm kinda in a hurry.

Harvey - Knock it off. Joe, let's listen and get down to work. . . then we can go.

Jack - I've only got this one copy and its short, so let me read it please.

First and foremost, we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often, haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provide a consistent and dismal picture. If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded.

O.K. That's what he read me and he asked me what we planned to do about it here at Progressive High. And I really didn't have much of an answer but I assured him that we would set up a program so that the same would never be said about our students. That's why I called this meeting. You're all experienced teachers in this system. I want to call on your experience; I want to find out what you did at the schools where you were.

Myra - Well, I for one did nothing. It's not the job of the school to prepare people for work. Anyway job preparation certainly has nothing to do with teaching English. That's vocational education. Talk to Annie and Harvey.

Annie - Well, I certainly disagree with you. It is the job of the school. It's about time we teach our young women more about the job market and less about the super market.

Harvey - I don't buy the lib stuff, but I've always tried to stress work values in my class.

Joe - I'll bet you do. Frankly, work is not where these kids have their heads. They'll have enough time to worry about it later.

Harvey - That's easy for you to say. You've never done an honest days work in your life.

Joe - Harvey, if you were more in tune with the times I'd let what you say bother me. But you're not. And if you think dealing with the problems that kids have isn't work, you're more out of step than I thought you were. Kids have enough to worry about from day to day without creating a hassle about what they're going to do in the future.

Myra - The function of education is to expose them to the wisdom of the ages, to help them search for truth, beauty. . . Or as John Boyle O'Reilly put it:

> Let me dream as of old by the river,
>   And he loved for the dream always;
> For a dreamer lives forever,
>   And a tailer dies in a day.

Annie - Garbage, we've got to help them survive. We've got to teach them to deal with reality--provide them with what's practical.

Myra - Well the world of work is all around them. They can learn about that from their parents, T.V. and so on.

Harvey - That's what's wrong. They learn about it in the wrong places. People don't value work anymore. They don't see the dignity in it.

Joe - Dignity hell. There's nothing dignifying in alot of the work I've seen.

Harvey - Seen but not done.

Marvin - I'm not sure we're not jumping the gun. I heard a talk at school about career education and if I remember right, the guy wasn't just talking about preparation for paid employment. He was talking about relevance, about preparation for all of life's roles.

Myra - Well that quote dealt with the world of work. . . paid employment. And I'd give up teaching before I'd turn my class into a business English class.

Harvey - It'd probably do them more good.

Jack - You people are not helping. We are going to institute some efforts, some program. I want to know what and how.

Joe - Why not hire a vocational counselor. He, I'm sorry Annie, he/she could test em and tell em.

Jack - I have done some reading, not much on Career Guidance programming and it certainly is more than testing and advising.

Joe - I know but we have too many problems to deal with. So many--I haven't kept up much with the vocational guidance stuff.

Harvey - Too bad, I was hoping we'd get someone here to help kids with their post high school plans. Instead, we've got another shrink.

Annie - How about a class in occupations? Co-ed of course.

Marvin - That went out with high button shoes, there's more to it than that.

Myra - (sarcastically) Why not just send them to the job service?

Annie - (enthusiastically) Better yet why not set up our own job service here is school.

Harvey - That's not a bad idea.

Marvin - I think it's a poor idea. We'll by just duplicating what they're doing. Besides, who would take care of it?

Jack - Part of our problem is that we have to do something about this career problem but we've got to do it without any increase in budget. I really think we need to do some homework and then meet again.

Joe - (Looking at Harvey) He's really sawing into our summer, isn't he?

Harvey - (sarcastically) Funny

Jack - O.K. How about it if Marv and I do some reading and consult with people on Career Education. Myra and Joe can check out Career Guidance and Harvey and Annie, Career Placement. Then we can meet in two weeks to see how to integrate the three and decide on what to adopt.

Freeze

At this point stop. Divide the class into three groups representing the divisions of responsibility set up in the skit. Include the characters from the skit in the groups. The job of each group is to reach consensus regarding a definition of the program assigned, goals for the program and suggestions on how Progressive High might implement the program they design.

It is unlikely that consensus will be reached during the first session. To assist them in their task have them read.

Hartz, J. and Kosmo, S. An Individualized Approach to Career Counseling and Placement. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977.

For more extensive reading the following are suggested:

Bailey, L. and Stadt, R. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight, 1973.

Cross, F. Elementary School Careers Education. Columbus, Ohio: Merrill, 1974.

Gibson, R. Career Development in the School. Columbus, Ohio: Merrill, 1972.

Hoyt, K. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus, 1973.

Hoyt, K. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus, 1973.

Career Guidance

Hartz, J. and Kosmo, S. Career Counseling in the Rural School. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977.

Herr E. and Cramer, S. Vocation Guidance and Career Development in the Schools. New York: Houghton Mifflin, 1972.

Pietrofesa, J. and Splete, H. Career Development Theory and Research. New York: Grune and Stratton, 1975.

Severinsen, N. Career Guidance An Individual Developmental Approach. Columbus, Ohio: Merrill, 1973.

Career Placement

Kosmo, D. and Hartz, J. Transitional Placement in the Rural School. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977.

National Association for Industry - Education Cooperation. Placement Services: A Training Manual. Ann Arbor, Michigan: Prakkin, 1977.

Shippen, S. and Wasil, R. Placement and Follow-Up. Lexington, Massachusetts: Xerox, 1977.

Follow-Up Class

Have students meet in groups to finish discussion of topics. Set a time limit. At that time have them program the characters from the skit to play out their roles at a second meeting called by Jack Straight, the principal.

Start scene two. Allow characters to play out roles. When resolution or impasse is reached regarding definitions, goals, and the interrelationships of the programs, call a halt to the skit and discuss what transpired.

Attempt to reach consensus on definitions of:

Career Education
Career Guidance
Career Placement

Discuss goals of each and how these programs might ideally interrelate in implementation.

BACKGROUND AND ISSUES IN SCHOOL-BASED CAREER DEVELOPMENT

Unit II: Issues

Lesson 1: "The Covert Curriculum" p. 11

Lesson 2: "Issues in Career Development Programming" p. 14

BACKGROUND AND ISSUES IN
SCHOOL-BASED CAREER DEVELOPMENT

Unit II: Issues

Lesson 1: "The Covert Curriculum"

Background:

The basic thesis in support of career education holds that learning, education and work have become separated philosophically and in practice. It is held that education and work have come to be viewed in phases with children and youth in an educational phase and adults in a work phase. This bifurcation is viewed as having become so complete that education no longer prepares the young for the work phase. Consequently, to the career educationists, schooling has become less and less relevant to life and preparation for adult role performance.

In contrast to this thesis there are a number of students of the American educational scene that claim that the total focus of American education has been on preparation for work as it is perceived within this culture. The thesis they pose is that our educational institutions are not aimed at education, a search for truth, beauty and so on, but rather are geared to socialize the young into accepting that which is, particularly the current economic order. In support of the view, they look less at the content of curricula and more at the "process" by which our schools educate.

What we teach is the overt curriculum. How we teach, how we use time and space is the covert curriculum. To these revisionists the covert curriculum has a far more lasting and profound impact than the overt curriculum. As they perceive it the lessons of the covert curriculum are totally geared at preparing people for the existing world of work. Thus, to them an insidious "career education" is taking place at the expense of real education.

Instructional Goals:

The purpose of this lesson is to:

1. Familiarize students with "revisionist literature on the role and function of schooling in this culture.

2. Have students examine the process of schooling multi-dimensionally.

3. Orient students to the many modes beyond curricular content by which we educate the young.

Student Preparation:

In preparation for discussion, students should select one of the following:

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May 1977.

Dreeben, R. On What is Learned in School. Reading, Massachusetts: Addison-Wesley, 1968.

Carnoy, M. Ed. Schooling in a Corporate Society. New York, New York: David McKay Company, 1972.

Fredenburg, E. Coming of Age in America. New York, New York: Vintage, 1965.

Henry, J. Culture Against Man. New York, New York: Random House, 1963.

Spring, J. Education and the Rise of the Corporate State.

Stephens, J. The Process of Schooling. New York: Holt, Rinehart and Winston, 1967.

To augment this reading, students should be asked to examine and reflect on their own shcooling to validate or invalidate points raised regarding the covert cirriculum.

Class Procedure:

Open discussion can be invited regarding the issues raised in the various readings. To begin the class, individual students might be called on to report the basic thesis of each book.

The following questions might be raised to stimulate discussion:

1. What is the author's view on what is really learned in school?
    a. Do you agree with this view?
2. In the author's view, do we have a need for increased career education?
3. Do you think the author would accept career education broadly defined as the school's mission?
4. From your own observations of the process of schooling what is learned by?
    a. the use of time?
    b. the use of space?
    c. grouping or teaching?
    d. the organization of classes?
    e. the selection of courses offered?
5. What games and skills are taught in Phy Ed?
    a. Is the purpose to teach young people skills to maintain healthy bodies throughout their life?

6. What music courses are offered?

   a. Is the purpose to teach appreciation of music?--to teach skills in the use of instruments which can be played and enjoyed over the life span?

7. What are the implications of these readings for your future work with young people as you attempt to promote their healthy career development?

Background and Issues in School-Based Career Development Programming

Unit II: Issues

Lesson 2: "Issues in Career Development Programming"

Background:

While career development programming, particularly career education, has spread, many educators and critics of schooling are opposed to this new emphasis. Students in preparation for teaching and counseling need to be aware of the views of critics as well as of proponents of career development programming.

Instructional Goals:

The purpose of this lesson is to:

1. Expose students to major issues in and about career education.
2. Encourage students to examine "both sides" of major education issues.

Class Activities:

In preparation for class presentations and discussion have students identify and select issues in career education, career guidance and career placement. Have each student select one issue and prepare a paper for presentation. In the paper and presentation have them present both sides of the issue and defend their position on the issue. After each presentation encourage debate and discussion.

The following references are provided as assistance in identifying issues:

Adams, V.A. "Vocational Training: Still for Someone Else's Children." *School Management*, Vol 14, pp. 12-15.

Coleman, J.A. "How do the Young Become Adults." *Review of Educational Research*, Fall 1972, XLII.

Darcy, R.L. "Manpower in a Changing Curriculum." *American Vocational Journal*, Vol. 44, 1969, pp. 57-60.

Flanagan, J.C. "Education: How and for What." *The American Psychologist*, 1973, pp. 551-556.

Folger, J.K. and Nam, C.B. "Trends in Education in Relation to the Occupational Structure." *Sociology of Education*, Fall 1964.

Ginzberg, E. "Vocational Education is not the Answer." *Phi Delta Kappan*, Vol. 52, 1971, pp. 369-371.

Goldhammer, K. and R.E. Taylor. *Career Education: Perspective and Promise*. Columbus, Ohio: Merrill, 1972.

Grubb, W.N. and M. Lazerson. "Rally 'Round the Workplace: Continuities and Fallacies in Career Education." *Harvard Educational Review*, Vol. 45, 1975, pp. 451-474.

Jacobs, J.W. "Occupational Education: Unfulfilled and Unappreciated." N.A.S.S.P. *Bulletin*, Vol. 57, 1973, pp. 89-93.

Koschler, T.A. and A.L. Parker. "How Broad is Technical Education?" *Technical Education Reporter*, Vol. 1, 1974, pp. 11-19.

Kristol, I. "What Business is the University In?" *Liberal Education*, Vol. 56, 1970, pp. 229-230.

Lathrop, R.L. "The American Educational Structure." in *Vocational Guidance and Human Development*, E.L. Herr (Ed.). Boston: Houghton-Mifflin, 1974, pp. 180-202.

Luce, T.S. and N.R. Volksdorf. "Relevance in Education: Feast or Famine?" *Intellect*, 1973, pp. 297-299.

MacMichael, D.C. "Work Ethics: Collision in the Classroom." *Manpower*, Vol. 6, 1974, pp. 15-20.

Ottina, J.R. "Career Education is Alive and Well." *The Journal of Teacher Education*, Vol. 24, 1973, pp. 84-86.

Reubens, B.G. "Vocational Education: Performance and Potential." *Manpower*, Vol. 6, 1974, pp. 23-30.

Shoemaker, B.R. "People, Jobs and Society: Toward Relevance in Education." *Contemporary Concepts in Vocational Education*. G.F. Law (Ed.) First Yearbook of the American Vocational Association, Washington, D.C.: The American Vocational Association, Inc., 1971, pp. 17-21.

Silberman, C.E. *Crisis in the Classroom*. New York: Random House, 1970.

Tyler, R. "Schools Needed for the Seventies" in the General Sub-Committee on Education of the Committee on Education and Labor of the House of Representatives. Needs of Elementary and Secondary Education for the Seventies. Washington, D.C.: U.S. Government Printing Office, 1970, pp. 794-795.

Venn, G. "Career Education in Perspective--Yesterday, Today and Tomorrow." N.A.S.S.P. *Bulletin*, Vol. 57, 1973, pp. 12-14.

Weathersby, G.B. "Educated Manpower and National Goals." Manpower, Vol. 4, 1972, pp. 9-13.

Wittes, S. People and Power: Crisis in Secondary Schools. Ann Arbor, Michigan: Institute for Scoial Research, The University of Michigan, 1970.

Bibliography by Phil Perrone, Department of Counseling and Guidance

CAREER EDUCATION LESSON PLANS

The following section includes two units related to career education program/unit planning and development. The first unit is a presentation of career education models. Particular emphasis is placed on the Wisconsin Career Education Planning Model. This model is presented for several purposes: (1) to serve as comparison to the user's own state model; (2) to demonstrate how resources can be geared to model objectives; and (3) to prepare students in the necessary background for the preparation of their own career education units or programs. Second is a unit on career education program or unit planning, development and implementation. Included in this unit are bibliographies and resources useful in career education implementation and career assessment and evaluation. These bibliographies consist of programs, methods, techniques, and materials keyed to objectives in the Wisconsin Career Education Model. These are presented to be used in developing career education units or programs.

Unit I: Career Education Models 2

  Wisconsin Career Education Planning Model 3

Unit II: Developing a Career Education/Career Guidance Unit or Program. 11

  Developing Measurable Objectives 12
  Career Education Implementation Materials-User Instructions . . 16
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  Career Education Need Assessment and Evaluation Materials . . . 68
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Developed by
P. Perrone and
D. Hoffman, Department
of Counseling and Guidance

CAREER EDUCATION

Unit I: Career Education Models

Instructional Goal:

To present and familiarize students with the career education models from Wisconsin and their own state for the purpose of providing them a necessary background for preparing their own career education units or programs.

Procedure:

Wisconsin Career Education Planning Model.

Present and discuss the Wisconsin model. Background material is included for the information of the instructor and might be shared with participants as appropriate dependent upon their own backgrounds and interest. The objectives should be presented as general and comprehensive. More specific and thus measurable objectives would be necessary in planning, implementing, and evaluating a career education unit or program. Instructors may wish to use this format for presenting their own current state career education models and subsequently organizing resources for implementing these models. This should prepare participants for the final unit on preparation of individual career education units or programs.

Draft April 1977
Developed by -
P. Perrone, D. Hoffman
in consultation with -
J. Lee, D. Severson,
State Advisory Committee

Wisconsin Career Education Planning Model

In May, 1974, a revision of the "Wisconsin K-12 Guide for Integrating Career Development into the Curriculum" was begun. Suggestions were elicited from DPI consultants, UW System and Marquette Counselor Education Faculty regarding the best way to proceed in eventually developing a Career Guidance Guide. A broad-based advisory group was also sought once the project was initiated. Unfortunately we were unable to obtain representation from disciplines outside administration, vocational education and counseling and guidance. Professor Phil Perrone became responsible for developing the model in consultation with the advisory group and others which are listed below.

At the first meeting of the Advisory Committee it was determined that there was need for a Career Education Model that could serve as a theoretical base for use by any school discipline that was interested in developing an instructional program or material guide.

The Advisory Committee provided input regarding implementation strategies and how the concepts presented in the original "K-12 Guide" might be reorganized or restructured. The Advisory Committee also provided input regarding existing career education programs and models.

An ERIC search was conducted. After reviewing an abstract of each ERIC entry, relevant entries were copied in toto or ordered in the original. All materials were reviewed and evaluated by the project staff. A filing system was developed to order materials according to such topics as: state plans, community involvement, evaluation, etc. Materials outside ERIC were identified through screening bibliographies and eliciting suggestions from the Advisory Committee. Assembled packets of materials considered to be useful were regularly sent to Advisory Committee members for review.

Drafts of the proposed Career Education Planning Model were prepared and distributed for input from the Advisory Committee which resulted in numerous revisions and modifications--each of which were resubmitted to the Advisory Committee for further review.

The Model has been presented for review to a variety of groups and individuals including the Wisconsin Association of Supervisors and Curriculum Directors; Wisconsin Personnel and Guidance Association; Wisconsin Department of Public Instruction supervisors and administrators in instruction, vocational education and guidance and counseling; the Interagency Task Force developing the Wisconsin State Plan for Career Education; UW-Madison Center for Adult and Vocational Education staff; UW-Madison Counseling and Guidance faculty; Dr. Bruce Shertzer, chairman of the National Advisory Council for Career Education; Dr. Kenneth Hoyt, Director of the U.S. Office of Career Education; and Dr. Norman Gysbers, President of the American Personnel and Guidance Association. In addition:

1. The Wisconsin Occupational Information System (WOIS) project was funded by the U.S. Department of Labor using the Career Education Planning Model as its base.
2. The Model was the basis for a "Gifted and Talented" grant awarded to UW-Madison Department of Counseling and Guidance

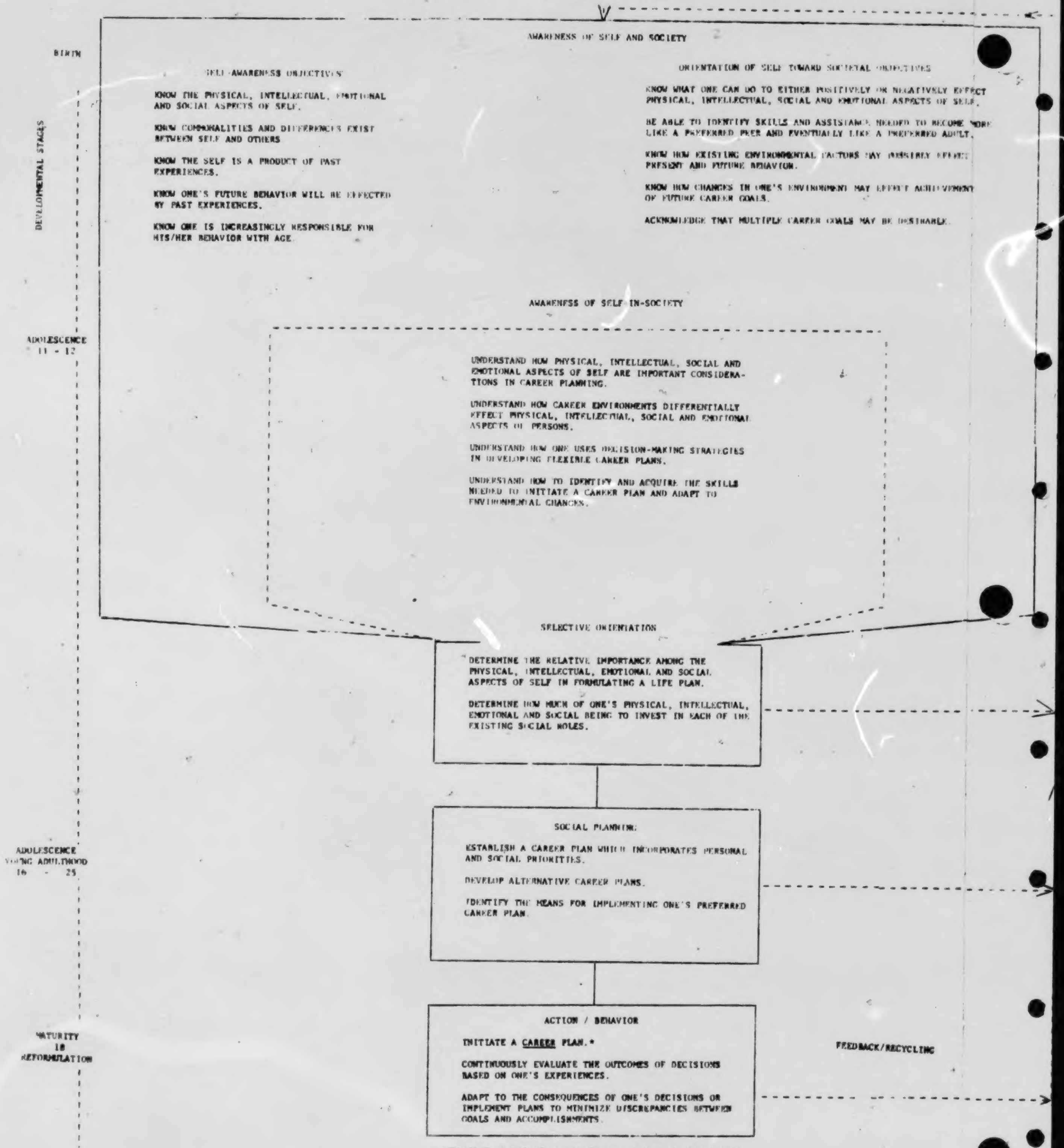
by the U.S. Office of Career Education which culminated in a series of three-day workshops in five regions of the United States.

3. The Model has been used by various members of the Advisory Committee for in-service of local educators and community members.

Attached is a copy of the Model with a brief explanation.

WISCONSIN CAREER EDUCATION PLANNING MODEL

INDIVIDUAL EFFECTIVENESS



AWARENESS OF SELF AND SOCIETY

SELF-AWARENESS OBJECTIVES

KNOW THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF.

KNOW COMMONALITIES AND DIFFERENCES EXIST BETWEEN SELF AND OTHERS

KNOW THE SELF IS A PRODUCT OF PAST EXPERIENCES.

KNOW ONE'S FUTURE BEHAVIOR WILL BE EFFECTED BY PAST EXPERIENCES.

KNOW ONE IS INCREASINGLY RESPONSIBLE FOR HIS/HER BEHAVIOR WITH AGE.

ORIENTATION OF SELF TOWARD SOCIETAL OBJECTIVES

KNOW WHAT ONE CAN DO TO EITHER POSITIVELY OR NEGATIVELY EFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF.

BE ABLE TO IDENTIFY SKILLS AND ASSISTANCE NEEDED TO BECOME MORE LIKE A PREFERRED PEER AND EVENTUALLY LIKE A PREFERRED ADULT.

KNOW HOW EXISTING ENVIRONMENTAL FACTORS MAY POSSIBLY EFFECT PRESENT AND FUTURE BEHAVIOR.

KNOW HOW CHANGES IN ONE'S ENVIRONMENT MAY EFFECT ACHIEVEMENT OF FUTURE CAREER GOALS.

ACKNOWLEDGE THAT MULTIPLE CAREER GOALS MAY BE DESIRABLE.

AWARENESS OF SELF-IN-SOCIETY

UNDERSTAND HOW PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF ARE IMPORTANT CONSIDERATIONS IN CAREER PLANNING.

UNDERSTAND HOW CAREER ENVIRONMENTS DIFFERENTIALLY EFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF PERSONS.

UNDERSTAND HOW ONE USES DECISION-MAKING STRATEGIES IN DEVELOPING FLEXIBLE CAREER PLANS.

UNDERSTAND HOW TO IDENTIFY AND ACQUIRE THE SKILLS NEEDED TO INITIATE A CAREER PLAN AND ADAPT TO ENVIRONMENTAL CHANGES.

SELECTIVE ORIENTATION

DETERMINE THE RELATIVE IMPORTANCE AMONG THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF IN FORMULATING A LIFE PLAN.

DETERMINE HOW MUCH OF ONE'S PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL BEING TO INVEST IN EACH OF THE EXISTING SOCIAL ROLES.

SOCIAL PLANNING

ESTABLISH A CAREER PLAN WHICH INCORPORATES PERSONAL AND SOCIAL PRIORITIES.

DEVELOP ALTERNATIVE CAREER PLANS.

IDENTIFY THE MEANS FOR IMPLEMENTING ONE'S PREFERRED CAREER PLAN.

ACTION / BEHAVIOR

INITIATE A CAREER PLAN.*

CONTINUOUSLY EVALUATE THE OUTCOMES OF DECISIONS BASED ON ONE'S EXPERIENCES.

ADAPT TO THE CONSEQUENCES OF ONE'S DECISIONS OR IMPLEMENT PLANS TO MINIMIZE DISCREPANCIES BETWEEN GOALS AND ACCOMPLISHMENTS.

*EXAMPLES OF SKILLS NEEDED TO EFFECTIVELY INITIATE AND CARRY OUT A CAREER PLAN ARE LISTED BELOW.

CAREER EDUCATION PLANNING MODEL - Described

Career-relevant information impinges upon a individual from a number of sources. The information ranges from daily contacts with significant others to scattered inputs from persons and media. An individual selectively responds to these inputs based on past experiences, one's cognitive abilities and the unique manner by which one takes in and utilizes information.

Critical elements of career development may be ignored unless systematic intervention is planned. A primary function of a career education program is to identify and teach these essential elements. A career education program can be directed toward the specific social role of work but it must be accomplished through self development. The objectives in the Career Education Planning Model are grouped into five phases which progressively build upon each other. The objectives are not considered all inclusive thus additional objectives should be written for particular populations (e.g., rural, minorities, etc.). The five phases are defined as:

I. AWARENESS OF SELF AND SOCIETY

  A. INDIVIDUAL AWARENESS objectives stress knowing and being aware of aspects of self which are considered important for personal effectiveness.

  B. INDIVIDUAL ORIENTATION/ATTITUDES are enduring, learned predispositions to behave in a consistent way. The objectives specify attitudinal dimensions considered important for personal effectiveness.

Self awareness begins forming prior to language development. The knowledge gained in this first phase underlies and flows through the remaining phases. The extent to which these objectives are not achieved is the extent to which they will need to be re-examined and developed in later life situations.

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II. AWARENESS OF SELF-IN-SOCIETY

These objectives stress understanding how to relate what is known about self and society to career planning.

To achieve these objectives and those in the last three phases the individual must be able to cognitively perceive abstractions. Developmentally this approximates Piaget's formal relation stage which begins around age 12. The age continuum depicted on the left of the diagram indicates the earliest developmental age that the competencies in Phase II are likely to be achieved. Some individuals may develop the necessary abstraction abilities earlier and others later.

III. INDIVIDUAL SELECTION ORIENTATION/VALUING

During this phase, worth is ascribed to particular aspects of self and society.

As the individual develops the competencies in the first two phases, he/she begins to develop personal and social priorities or values.

IV. SOCIAL PLANNING

The objectives in this phase represent the integration of self awareness and social awareness in career planning.

Choosing a plan for implementing one's career goal is a value judgment made after considering the range of alternatives and the likelihood of achieving the various alternatives.

V. ACTION/BEHAVIOR

Objectives in this phase represent the carrying out of the learning and planning which has taken place in the first four phases.

The first objective, initiating a career plan, would include several specific behaviors some examples of which follow. The remaining objectives are evaluation and feedback objectives. An individual may have to repeat any phase more than once as personal, economic and social conditions change.

While the objectives are considered essential in order to implement a future career plan, the objectives also relate to current behavior. That is, being an effective student, family member and peer member rest equally well upon achieving these objectives. Educators can use the model to evaluate the effectiveness of their current educational practices in determining how to better organize existing practices and identifying needed additional inputs.

F-1 Initiate a career plan

From An Introduction to Career Education: A USOE Policy Paper by Kenneth B. Hoyt - 1975.

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.
4. Equipped with career decision making skills, job hunting skills, and job getting skills.
5. Equipped with vocational personal skills at a level that will allow to gain entry and attain a degree of success in the occupational society.
6. Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.
7. Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.
8. Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.
9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

Examples of skills needed to carry out broader aspects of a career plan not mentioned by Hoyt include:

1. making continuous and contiguous educational and vocational decisions
2. committing oneself to undertaking and persevering in personal and environmental exploration
3. acquiring an accurate and current understanding of one's needs, interests and abilities
4. restructuring the environment to help oneself engage in desirable behaviors.

Developed by-
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CAREER EDUCATION

Unit II: Developing a Career Education Unit or Program

Instructional Goals:

To familiarize participants with factors involved in preparation and implementing of units or programs in career education and career guidance and to offer resources and models to assist them.

Procedure:

The Career Education Implementation and Assessment-Evaluation bibliographies which follow are keyed to objectives in the Wisconsin Career Education Planning Model. These bibliographies, which should be updated annually, consist of programs, materials and methods which can be used in developing career education and career guidance units or programs.

At the beginning of this module, a technique such as a force-field analysis should be used to help participants identify appropriate objectives for implementation in their school.

Upon choosing a broad objective or objectives from among those contained in the model, more specific measurable objectives should be developed by each participant. (See Developing Measurable Objectives which follows.) The next step is for the participant to use the broad objective to locate appropriate materials in the Resource Guide (see User Instructions which follow). The specific objectives will be useful in choosing the most appropriate materials from the identified group. The career education unit or program should contain both a needs assessment and evaluation. Consequently need assessment/evaluation bibliography is included following the implementation bibliography.

In concluding this unit, class time may be allotted to provide participants with feedback on the career education unit they develop. This might also be the appropriate time to review with them modes which they might use in presenting their units/programs to a faculty or school board.

Adapted by Phil Perrone
April 1977

DEVELOPING MEASURABLE OBJECTIVES

WHAT ARE MEASURABLE OBJECTIVES?

1. Student Performance Objectives

   Statements describing what the student (learner) will do following successful completion of instruction. A description of what observable student performance or products will be displayed by a successful learner.

2. Program Objectives

   Statements describing program targets such as staff utilization, facility utilization, student attrition, student placements, unit cost, etc.

Student performance objectives are the basis for instructional decisions.

A SUGGESTED MODEL (Popham & Baker, Establishing Instructional Goals. 1970. Englewood Cliffs, N.J.: Prentice-Hall)

WRITE STUDENT PERFORMANCE OBJECTIVES	How should students perform following successful completion of the unit, course or program?
PRE-ASSESS STUDENT PERFORMANCE IN TERMS OF OBJECTIVES	How well can students perform as described in objectives? (Usually this is done at the beginning and may indicate the objectives should be revised--set up or down.)
SELECT LEARNING ACTIVITIES TO ACCOMPLISH OBJECTIVES	What learning activities will promote student performance described in objectives?
EVALUATE STUDENT PERFORMANCE AGAINST OBJECTIVES	Can student perform as described in the objectives?

WHAT ARE THE COMPONENTS OF A MEASURABLE OBJECTIVE?

Measurable objectives, whatever their use, have three basic components

1. Outcome Statement:

   A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought.

2. Conditions:

   A statement of the circumstances under which the outcome will be observed or measured.

3. Criteria:

   The standards--levels, or quality of outcome being sought--that, when achieved, will identify acceptable attainment of the outcome.

- - -

Before beginning the actual writing of objectives, it is also important to understand that there are different categories of objectives as well as different levels of objectives. These categories or domains of instructional objectives are:

1. Cognitive - those objectives concerned with the intellectual processes of the student.
2. Affective - those objectives dealing with attitudinal, emotional and valuing behaviors of the student.
3. Psychomotor - those objectives concerned with skill performance of the student.

Within each domain there are various levels of which objectives can be written. However, the domain most widely used to illustrate and compare levels of objectives is the cognitive. The six levels of the cognitive domain are: (1) knowledge; (2) comprehension; (3) application; (4) analysis; (5) synthesis; and (6) evaluation. These levels suggest that objectives calling for recall (knowledge) represent the lowest level of cognitive performance. Conversely, objectives written asking the students to make comparisons and judgments (evaluation) require the highest level of cognitive performance.

STUDENT PERFORMANCE OBJECTIVES WORKSHEET

Grade Level________________________________

Example typed in.
Write one of your own in the bottom half and evaluate it using the criteria on the next page.

TASK OR OUTCOME STATEMENT	ACTIVITIES	CRITERIA
Students will become aware of the physical, social and psychological aspects of self.	Use the resource guide distributed in class.	The student will be able to describe: several physical characteristics (height, weight, dexterity); their social roles (family, friend, student, etc.); and the principal psychological aspects of self (interests, abilities and values-needs).

QUESTIONS USEFUL IN ANALYZING OR IDENTIFYING EACH COMPONENT OF A MEASURABLE OBJECTIVE:

1. Answer these questions yes and your outcome statements are appropriate.

    A. Does your statement specify what activity, ability, skill or attitude is to be achieved?

    B. Is your statement a short descriptive sentence containing "action" verbs?

2. Answer these questions yes and your conditions statements are appropriate. Does the statement indicate (if relevant):

    A. Time limits of performance

    B. Place of performance

    C. With what materials or equipment (tools, clothing, etc.)

    D. Under what special constraints (limitations given, job aids, environmental conditions, etc.)

3. Answer these questions yes and your criteria statements are appropriate.

    A. Is there a statement of how well the outcome (quality) should be achieved?

    B. Does your statement clearly indicate how many aspects (quantity) must be achieved to obtain "minimum required success" level?

    C. Are the following qualifications stated (if relevant)?

        1. The time allowed to complete activity or performance called for in the outcome statement.

        2. The number, percentage, proportion of successful attempts required.

        3. The results that will be considered acceptable.

Developed by -
D. Hoffman, P. Perrone

CAREER EDUCATION IMPLEMENTATION MATERIALS

USER INSTRUCTIONS

An ERIC search and review of documents obtained from the Instructional Materials Center, the Wisconsin Vocational Studies Center, and various state departments of public instruction resulted in placing 571 entries in the Implementation Materials Resource Guide. Although comprehensive, the guide is not all-inclusive. Each entry is identifiable by title and some include a brief description. A designation is made in parentheses as to the appropriate grade levels and for use with staff; the media is designated by an underlined letter. The career education objectives which should be achieved through utilizing the resource are coded last.

Example:

9. Alienated Generation, The. (Guidance Associates) (10-up), FS, R, A-2, B-3.

The target population has been broken down as follows:

K-3

4-6

7-9

10 and above

staff

Entries appropriate for use with more than one target population are so indicated (e.g., K-3 and 4-6 are entered as K-6).

The media is designated by the following symbols:

P = Printed materials

F = Films

FS= Film Strips

S = Slides

T = Tapes

R = Records

O - Others (kits, games, resource groups; all are specified if known)

K = Multiple media

The Career Education Planning Objectives have been assigned the following designations:

A. Self Awareness Objectives

- A-1. Know the physical, intellectual, emotional and social aspects of self.
- A-2. Know commonalities and differences exist between self and others.
- A-3. Know the self is a product of past experiences.
- A-4. Know one's future behavior will be effected by past experiences.

B. Orientation of Self Toward Societal Objectives

- B-1. Know what one can do to either positively or negatively affect physical, intellectual, social and emotional aspects of self.
- B-2. Be able to identify skills and assistance needed to become more like a preferred peer and eventually like a preferred adult.
- B-3. Know how existing environmental factors may possibly affect present and future behavior.
- B-4. Know how changes in one's environment may affect achievement of future career goals.
- B-5. Acknowledge that multiple career goals may be desirable.

C. Awareness of Self-in-Society

- C-1. Understand how physical, intellectual, social and emotional aspects of self are important considerations in career planning.
- C-2. Understand how career environments differentially affect physical, intellectual, social and emotional aspects of persons.
- C-3. Understand how one uses decision-making strategies in developing flexible career plans.
- C-4. Understand how to identify and acquire the skills needed to initiate a career plan and adapt to environmental changes.

D. Selective Orientation

D-1. Determine the relative importance among the physical, intellectual, emotional and social aspects of self in formulating a life plan.

D-2. Determine how much of one's physical, intellectual, emotional and social being to invest in each of the existing social roles.

E. Social Planning

E-1. Establish a career plan which incorporates personal and social priorities.

E-2. Develop alternative career plans.

E-3. Identify the means for implementing one's preferred career plan.

F. Action/Behavior

F-1. Initiate a career plan.

F-2. Continuously evaluate the outcomes of decisions based on one's experiences.

F-3. Adapt to the consequences of one's decisions or implement plans to minimize discrepancies between goals and accomplishments.

As an aid to identifying materials appropriate for achieving career education objectives with particular target groups, an index has been prepared. The Index to Implementation Materials contains all the resource numbers appropriate for the objectives A-F, by level (K-3, 4-6, 7-9, 10-up and staff) with a notation regarding the format or media (P, D, etc.). There is also a listing of general resources (G) which may apply to large segments of the model or be informative in an introductory manner. The index follows.

INDEX TO IMPLEMENTATION MATERIALS

A. Self-Awareness Objectives

K-3

113	P	179	FS	216	FS	311	FS	410	FS	456	FS	510	P
115	FS	189	FS	240	P	361	F	443	F	462	FS	511	P
136	F	193	O	246	P	364	O	444	O	489	FS	518	P
142	O	196	X	277	P	373	P	447	O	499	F	525	P
175	P	206	FS										

4-6

25	R	145	P	275	P	374	F	421	O	448	O	512	R
27	FS	164	P	288	T	375	P	423	P	451	R	519	FS
102	FS	194	R	306	R	376	FS	440	R	458	F	523	FS
138	FS	196	X	330	R	399	P	442	F	472	P	526	FS
140	F	232	FS	345	P	404	P	446	P	500	FS	532	T
144	P	259	P	372	FS								

7-9

2	P	100	P	187	F	273	F	335	F	408	F	554	F
10	P	132	P	207	F	275	P	338	F	455	FS	555	P
11	F	134	P	209	F	276	F	340	P	464	FS	557	P
12	F	146	P	211	F	281	P	381	F	465	P	558	P
22	FS	147	FS	214	F	294	O	389	P	508	P	566	P
39	FS	156	F	222	P	295	T	397	F	520	FS	569	FS
43	F	170	P	249	F	308	F	398	P	522	FS	571	FS
97	FS	185	FS	258	F	310	F	402	P	532	T		

10-up

9	FS	162	F	231	F	304	P	359	P	465	P	508	P
14	FS	172	F	249	F	318	FS	381	F	467	F	537	P
18	F	198	P	267	P	319	P	397	F	468	P	569	FS
134	P	212	O	283	F	339	P	406	FS	473	P		
156	F	228	P	274	P	340	P	431	F	490	P		

Staff

18	F	100	P	198	P	253	P	319	P	370	P	490	P
48	P	108	P	223	P	304	P	339	P	371	P	536	P
66	F	130	P	234	P	316	P	369	P	468	P	537	P
99	P	172	F										

B. Social Awareness Objectives

K-3

6	FS	118	FS	179	FS	242	P	344	F	439	O	499	F
24	P	119	FS	188	T	244	P	361	F	443	F	506	P
30	P	121	FS	189	FS	246	P	362	F	444	O	510	P
42	F	133	T	193	O	280	F	363	FS	447	O	511	P
111	FS	135	P	199	FS	283	FS	373	P	456	FS	515	FS
112	P	136	F	202	FS	292	T	377	O	462	FS	516	FS
113	P	155	F	206	FS	293	F	378	F	463	P	525	F
114	O	163	F	210	T	300	FS	390	T	489	FS	540	FS
115	FS	173	F	227	F	307	T	410	FS	491	P	543	F
116	F	175	P	237	P	336	FS	417	FS	495	F	545	FS
117	FS	178	F	241	FS	337	T	418	O	497	F		

4-6

1	P	141	FS	238	P	306	T	367	P	448	O	505	P
15	F	144	P	247	O	320	FS	368	P	451	R	509	T
27	FS	148	FS	275	P	321	FS	375	P	458	F	512	R
40	P	149	P	278	FS	323	T	382	P	469	FS	517	FS
41	P	150	P	279	F	324	O	383	T	470	P	521	P
44	P	158	P	283	P	331	P	391	P	471	P	526	FS
55	P	165	FS	285	F	334	P	430	P	472	P	529	F
78	FS	180	F	288	T	345	O	435	P	498	FS	532	T
102	FS	190	P	291	P	346	F	442	F	503	P	538	P
120	FS	200	P	299	P	360	FS	445	P	504	P	539	P
138	FS	203	P	305	O								

7-9

5	T	85	F	170	P	250	F	321	FS	389	P	488	P
8	F	86	F	176	FS	262	P	325	F	392	F	493	FS
10	P	87	F	186	P	264	P	331	P	386	FS	508	P
33	FS	90	F	187	F	270	F	338	F	398	P	513	P
36	P	91	FS	190	P	271	FS	340	P	400	P	524	F
38	F	92	T	191	FS	272	F	342	FS	401	F	528	X
40	P	93	F	197	FS	273	F	343	P	422	FS	532	T
41	P	94	FS	209	F	275	P	347	P	429	P	546	T
43	F	97	FS	211	F	284	F	350	T	441	F	554	F
52	FS	100	P	214	F	290	FS	351	P	464	FS	558	P
64	T	132	FS	220	T	295	T	356	T	465	P	563	FS
76	T	152	F	225	FS	301	F	357	P	482	T	566	P
77	P	156	F	243	P	303	S	358	T	484	T	568	FS
78	FS	157	F	248	FS	310	F	360	FS	486	F	569	FS
81	FS	167	P	249	F	314	P	365	P	487	P	571	FS
84	T	168	T										

B. Social Awareness Objectives (Continued)

10-up

9	FS	90	F	172	F	273	F	327	P	365	P	465	P
28	P	109	P	174	FS	282	F	329	P	379	F	473	P
32	F	123	F	177	FS	298	P	332	F	393	P	487	P
35	FS	124	F	198	P	314	P	339	P	409	P	508	P
36	P	156	F	228	P	318	FS	340	P	429	P	513	P
37	F	157	F	235	F	322	F	351	P	434	P	528	X
46	P	162	F	267	P	325	F	352	P	457	F	546	T
53	P	166	O	269	FS								

Staff

28	P	68	O	109	P	198	P	329	P	427	P	487	P
34	S	72	O	110	P	215	P	332	F	450	P	491	P
46	P	99	O	126	P	224	P	339	P	459	P	513	P
53	P	100	P	172	F	326	F	369	P	460	P	534	P
66	F	101	P	174	FS	327	P	405	P	473	P	536	P

C. Self-in-Society Awareness Objectives

K-3

494	O
502	FS

4-6

49	R
60	P
78	FS
194	T
195	FS
238	P
239	T
245	P
313	F
421	O
471	P
474	F
475	P
494	O
501	FS

7-9

7	P
19	P
20	P
21	F
23	F
29	F
36	P
38	F
43	F
47	F
64	T
74	P
75	FS
76	T
77	P
78	FS
80	P
84	T
85	F
86	F
87	F
88	F
89	P
90	F
91	FS
92	T
93	F
94	FS
96	P
97	FS
104	FS
105	F
143	P
151	P
152	F
153	P
160	FS
161	P
167	P
168	T
171	F
185	FS
186	P
187	F
195	FS
204	F
220	T
225	FS
226	P
230	FS
233	O
235	F
236	FS
243	P
248	FS
250	F
252	P
255	FS
257	F
258	F
261	O
262	P
264	P
265	P
270	F
271	FS
272	F
284	F
290	FS
294	O
295	T
296	FS
297	F
308	F
309	FS
317	R
335	F
338	F
342	FS
343	P
347	P
350	T
351	P
355	FS
359	P
365	P
366	FS
380	F
385	R
386	P
387	P
388	F
389	P
392	F
394	FS
395	T
400	P
415	P
419	P
420	P
422	FS
424	P
432	FS
433	F
465	P
479	FS
482	T
483	P
484	T
486	F
487	P
488	P
492	P
493	FS
507	FS
513	P
520	FS
522	FS
524	F
527	FS
528	X
530	O
533	O
546	T
549	F
550	P
552	P
555	P
558	P
559	P
560	F
565	P
566	P
567	FS
568	FS
570	P

10-up

21	F
35	FS
36	P
53	P
79	P
82	P
90	F
95	P
103	P
104	FS
109	P
124	F
137	P
143	P
161	P
177	FS
198	P
235	F
251	P
252	P
260	P
266	FS
267	P
269	FS
274	P
296	FS
298	P
302	P
304	P
317	R
327	P
328	P
329	P
332	F
351	P
352	P
365	P
384	P
393	P
412	F
424	P
434	P
438	P
457	F
465	P
466	P
467	F
473	P
485	O
487	P
492	P
496	P
507	FS
513	P
527	FS
528	X
530	O
533	O
542	P
546	T
553	P
570	P

C. Self-In-Society Awareness Objectives (Continued)

Staff

3	P	61	P	109	P	287	P	329	P	438	P	478	P
4	P	63	P	127	P	304	P	332	F	454	P	487	P
34	S	66	F	131	S	312	P	353	P	460	P	496	P
48	P	68	O	161	P	316	P	384	P	466	P	513	P
53	P	72	O	198	P	327	P	437	P	473	P	536	P
59	P	95	P	256	P								

D. Selective Orientation/Values Objectives

4-6

238	P	475	P
333	FS	501	FS

7-9

43	F	169	P	295	T	359	P	415	P	527	FS	560	F
47	F	197	FS	296	FS	386	P	420	P	552	P	570	P
104	FS	252	P	301	F	389	P	513	P	555	P		

10-up

35	FS	162	F	269	FS	332	F	431	F	496	P	542	F
82	P	251	P	274	P	384	P	457	F	513	P	551	FS
103	P	252	P	296	FS	412	F	484	O	527	FS	570	P
104	FS	260	P	302	P	413	FS						

Staff

3	P	66	F	99	P	287	P	384	P	460	P	513	P
61	P	68	O	127	P	316	P	436	P	476	P	536	P
63	P	72	O	254	P	332	F	437	P	496	P		

E. Social Planning Objectives

7-9

36	P	161	P	380	F	388	F	420	P	492	P	567	FS
88	F	171	F	386	P	415	P	465	P	513	P	570	P
104	FS	295	T	387	P								

10-up

35	FS	95	P	137	P	266	FS	424	P	484	O	556	P
36	P	104	FS	161	P	332	F	425	P	492	P	541	P
53	P	109	P	198	P	384	P	438	P	496	P	553	P
79	P	124	F	260	P	412	F	465	P	513	P	570	P

Staff

3	P	59	P	66	F	127	P	316	P	478	P	536	P
53	P	61	P	95	P	161	P	332	F	496	P	541	P
56	P	63	P	109	P	198	P	384	P	513	P		

F. Career Behavior Objectives

7-9

54	P	204	F	263	FS	461	FS	492	P	546	T	562	F
185	FS	205	FS	264	P	465	P	597	FS	561	FS	564	F
201	FS	233	O	380	F	483	P	514	F				

10-up

13	O	174	FS	218	FS	322	F	414	F	492	P	546	T
17	F	201	FS	251	P	379	F	461	FS	507	FS	553	P
53	P	208	F	266	FS	412	F	465	P	514	F	556	P
124	F	213	F	282	F								

Staff

4	P	53	P	61	P	174	FS	217	FS	353	P	514	F
13	O	59	P										

G. General Resources Not Directly Applicable to the Model

K-3

182 F
548 P

4-6

51 O
182 F
411 O
548 P

7-9

50 P
58 F
73 F
83 FS
98 F
106 P
107 O
182 F
183 F
184 F
192 P
219 F
268 O
348 P
354 P
411 O
531 X
547 R

10-up

57 O
106 P
181 P
182 F
184 F
217 FS
229 P
268 O
348 P
349 P
411 O
416 P
452 FS
481 P
531 X
544 F

Staff

16 P
26 P
31 P
45 S
62 P
63 O
67 P
69 P
70 P
71 P
106 P
122 O
125 P
126 P
128 P
129 P
139 P
159 P
181 P
182 F
221 P
286 O
341 O
348 P
403 S
407 P
426 P
449 P
453 P
477 P
480 P
481 P
531 X
535 P
548 P

CAREER EDUCATION IMPLEMENTATION MATERIALS

1. Abe Lincoln's Brithday. Hays, W.P. (Coward McCann), 1961. Story of qualities that made Lincoln a great leader with human understanding. (4-6), P, B-2.

2. About You. Cosgrove, M. (Science Research Associates) (7-9), P, A-1, A-2.

3. Achieving Society, The. McClellan, D.C. (Free Press) 1967. (S), P, C-1, D-1, D-2, E-1.

4. Adjustment to Work. Lofquist, L.H. and Davis, R.V. (Appleton-Century-Crofts) 1969. (S), P, C-2, F-1, F-2, F-3.

5. Adventures in Growth. Meyer, P. (Success Motivation Institute). Six cassette taped lessons for pre-teens include "Becoming Someone You Like," "Learning is Exciting," "A Life Full of Living." (Part of Family Achievement Planner Series.) (7-9), T, B-1.

6. Adventures of the Lollipop Dragon, The. (ROA's Films) 6 filmstrips and 3 records on social attitudes and human values. An excellent way to develop awareness in children about rights and needs of others. (K-3), FS or S, B-1.

7. Aim High Library. (Richard Rosen Press, Inc.) Series of career information books for those not planning post-high school education. (7-9), P, C-4.

8. Airport. (Encyclopedia Britannica Film Inc.) 10 min., 16 mm. film brings to life the fascinating activities of large commercial airports. (7-9), F, B-2.

9. Alienated Generation, The. (Guidance Associates) (10-up), FS, R, A-2, B-3.

10. All About You. Menninger, W. (Science Research Associates) Booklet in junior guidance series. Covers who are you, family tree, family life and you, how you got that way, what do you need, how do you act, and making the most of you. (7-9), P, A-1, B-1.

11. Am I Dependable? (Coronet) (7-9), F, A-1.

12. Am I Trustworthy? (Coronet) (7-9), F, A-1.

13. American Civil Liberties Union Women's Rights Project. Project handles litigation, legislation lobbying, and dissemination of information on employment rights of women. (S, 10-up), O, F-1, F-3.

14. American Poor: A Self-Portrait. (Guidance Associates) (10-up), FS, R, A-2.

15. American Road, The. (Ford Motor Company) Free loan. (4-6), F, B-2.

16. American Women at the Crossroads. (Women's Bureau. U.S. Dept. of Labor) 1970. Free; bibliography, organizations, etc. (S), P, G.

17. Anger at Work. (University of Minnesota) (10-up), F, F-2, F-3.

18. Anything you Want to Be. Brandon, D. (Diane Brandon, New Day Films) (S, 10-up), F, A-4.

19. Apprentice Training. (U.S. Government Printing Office) (7-9), P, C-4.

20. Apprenticeship - Past and Present. (U. S. Government Printing Office) Pamphlet traces development of apprenticeships from early days to present and points to future. (7-9), P, C-4.

21. Aptitudes and Occupations. (Coronet Films) A counselor and a group of students examine achievement, aptitude and interest tests used to help students in the selection of satisfying occupations. Color. (7-up), F, C-1, C-3.

22. Are You Adaptable? (Popular Science) (7-9), FS or S, A-1.

23. Are You Ready For a Job? (Bureau for Audio Visual Instruction) (7-9), F, C-1, C-4.

24. Around the Neighborhood. (Continental Press, Inc.) Set of books on helpers in the community. (K-3), P, B-2.

25. Around the World. (Young People's Records) (4-6), R, A-2.

26. APGA Commission for Women. 1973-74 Report of the Commission. (Available from Dr. Lynn E. Haun, 8335 Caribbean Way, Sacramento, Ca 95826) Includes resource bibliography. (S), P, G.

27. Art of Giving. (Jam Handy, Inc.) 1965. 66 frames - color. Filmstrip discusses the many ways a person lives, gives, and shares his time, abilities and possessions. (4-6), FS, A-1, B-1.

28. Art of Negotiating, The. Nierenberg, G.L. (Cornerstone Library) 1972. (S, 10-up), P, B-1.

29. Astronomer. (International Film Bureau) 16 min., 16 mm. film presents tools and methods used by astronomers, including work away from the telescope. (7-9), F, C-4.

30. At the Post Office. Colonius and Schroeder. (Melmont Publ.) (K-3), P, B-2.

31. Audio Visual Guidance Materials. (Minnesota Dept. of Educ., Pupil Personnel Services Section) An annotated bibliography and directory of Minnesota Sources (1970). (S), P, G.

32. Automation. (McGraw Hill Textfilm) (10-up), F, B-4, B-5.

33. *Automation*. (Popular Science) (7-9), *FS* or *S*, B-4, B-5.

34. *Automation and Employment*. Kreps, J.M. (Holt, Rinehart and Winston, Inc.) 1964. (S), *P*, B-5, C-2.

35. *Automation: Promise or Threat?* (Harcourt, Brace & World) (10-up), *FS* & *R*, B-4, B-5, C-3, D-1, E-2.

36. *Automation, the Magic Key to Your Job*. (The National Research Bureau) (7-up), *P*, B-5, C-4, E-3.

37. *Automation: What it is and What it Does*. (Coronet Instructional Films) (10-up), *F*, B-4, B-5.

38. *Automotive Mechanics and Technicians*. (Ford Motor Company) 1967. (7-9), *F*, B-2, C-4.

39. *Awareness: Insight Into People*. (J. C. Penney Company) (7-9), *FS* or *S*, A-1, A-2.

40. *Babe Didrikson, Girl Athlete*. DeGrummond, L. and L. (Bobbs-Merrill Company, Inc.) 1963. (4-9), *P*, B-2.

41. *Beginning Sextant Series*. (Sextant Systems, Inc.) 4th grade and younger. Attractive colored illustrations depict children in appropriate attire performing adult work roles. (K-6), *P*, B-2.

42. *Behind the Scenes at the Supermarket*. (BFA Educational Media) Johnny visits a supermarket and learns that a great many people, doing many different jobs, are needed to help the supermarket serve the community. (K-3), *F*, B-2.

43. *Being Different*. (St. Paul Public Library) 11 min., 16 mm. film of a 13-year-old boy who is ridiculed because of his hobby. Should he pursue his interest or conform to opinions of his friends? (7-9), *F*, A-1, A-2, B-1, C-1, D-1, D-2.

44. *Beloved Botonist*. Stoutenberg, A. and Baker, L.N. (Charles Scribner's Sons) 1961. (4-6), *P*, B-2.

45. *Bibliography of Selected Career Guidance Materials, A*. Kerlan, J.H. (Minnesota Department of Education, Pupil Personnel Services Section) 1972. Resource bibliography. (S), *P*, G.

46. *Bibliography on the Treatment of Girls in School*. (The Feminist Press) (S, 10-up), *P*, B-3.

47. *Big Question, Choosing Your Career, The*. (Association Films, Inc.) 16 mm, sound, b/w, 30 min. (7-9), *F*, C-3, D-1, D-2.

48. *Body Language*. Faust, J. (Pocket Books) 1971. (S), *P*, A-1, B-1.

49. Branding Cattle. (Phoeber James Rhythm Records) (4-6), R, B-2.

50. Briefs, Guides, Kits, Summaries. (Careers, Inc.) Covers a wide range of career information. (7-9), P, G.

51. Build - Discovery Through Guidance. (Bruce Publishing Company)(4-6), O, G.

52. Building Self Confidence. (Popular Science) (7-9), FS or S, B-1.

53. Bureau of Labor Statistics: Job Requirement Facts. U. S. Department of Labor. (GovernmentPrinting Office, Washington, D.C.) 1969. (S, 10-up),
    1. Estimates of Worker Trait Requirements for 4000 Jobs. U.S. Employment Service. C-4.
    2. 1969 Handbook on Women Workers. Women's Bureau Bulletin 294. B-4.
    3. Merchandising Your Job Talents. C-1, C-4, E-1, E-3, F-1.
    4. Occupational Outlook Handbook. C-4, E-3.

54. Can I Get a Job? Let's Find Out. (General Motors Corporation) Free. Comic book approach. (7-9), P, F-1.

55. Cave, The, Coatrworth, E. (Viking Press) Book deals with cooperation, courage, and self confidence. (4-6), P, B-1.

56. Career Behavior of Special Groups. Picou, J. and Campbell, R.E. (Eds.) (Charles E. Merrill Publishing Co.) 1975. Theory; chapters on Women, Blacks, Activists, Handicapped, American Indians, Mexican Americans, etc. (S), P, E-1, G.

57. Career Charts. (Personnel Services Section, Minnesota Guidance Services, Documents Sections) (10-up), O, G.

58. Career Counseling Films (Series). (Counseling Films, Inc.) A series of 40 films, 14 to 17 minutes in length, make up this career counseling library. Available in 16 mm. or super - 8. (7-9), F, G.

59. Career Counseling: New Perspectives for Women and Girls. (Business and Professional Women's Foundation) A selected annotated bibliography 1972. Resource bibliography; highly recommended. (S), P, C-3, C-4, E-1, E-2, E-3, F-1, F-3.

60. Career Development (Series). (Palmer Publications) 1967. Includes a personal checklist. (4-6), P, C-1.

61. Career Development: Choice and Adjustment. Tiedeman, D.V. and O'Hara, R.P. (College Entrance Examination Board) 1963. (S), P, C-3, D-1, D-2, E-1, F-5, G.

62. Career Development in the Elementary School. Gibson, R.L. (Charles E. Merrill Publishing Co.) 1972. Summaries of theories, objectives, resources, relationships, evaluation, strategies. (S), P, G.

63. Career Development, Level IV. Anderson, E. (Public Schools of Anne Arundel County, Annapolis, MD) 1972. Guide for integrating career development in subject areas. Includes resource list. (S), Package, G.

64. Career Development Laboratory. (Educational Progress Corporation) Sixty recorded interviews with people who are successful in occupations being considered. Available in reel or cassette tapes. (7-9), T, B-2, C-4.

65. Career Development: Self-Concept Theory. Super, D.E. et al. (College Entrance Examination Board) 1963. (S), P, C-1, D-1, D-2, E-1, G.

66. Career Development of Women. Hansen, L.S. (Available from Dr. L. S. Hansen, Counseling and Student Personnel Psychology, 139B Burton Hall, University of Minnesota, Minneapolis) 1974. Series of ½-hour color video cassettes. Suggested for in-service workshops. (S), F, A-2, B-4, C-1, D-1, D-2, E-1.

67. Career Education In-Service Training Guide. Keller, L.J. (General Learning Corporation) 1972. Background, present state of career education; useful teacher in-services to implement career education. (S), P, G.

68. Career education learning opportunities guides for the junior high school. (Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education, St. Paul) 1974. Subject - specific, integration of career development into curriculum. (S), Packages, B-5, C-1, D-1, D-2.

69. Career Education Personnel Development. (Ideas for University Planning) McKinney, et al. (Center for Vocational Education, The Ohio State University, Columbus, Ohio) Includes goals and strategies. (S), P, G.

70. Career Education: Perspective and Promise. Goldhammer, H. and Taylor, R.E. (Eds.) (Charles E. Merrill Publishing Co.) 1972. Theory, integrated curriculum approach, models. (S), P, G.

71. Career Education. What It Is and How to Do It. Hoyt, K.B., Evans, R.N., Mackin, E.F., and Mongum, G.L. (Olympus Publishing Company, Salt Lake City) 1972. (S), P, G.

72. Career Exploration for High School Women: A Model. Birk, J. and Tanney, M. Paper presented at the National Education Association Conference, 1972, at Airlie, VA. (National Education Association) Available from Drs. Birk and Tanney, Counselor Education Department, University of Maryland, College Park. (S), Model/3-day program with exercises, B-3, C-4, D-1, D-2.

73. Career Guidance Films. (Modern Talking Picture Service, Inc.) Offers free loan of 16 mm. sound films on career guidance. (7-9), F, G.

74. Career Guidance Series: Your Future in -- (Arco Publishing Company Inc.) The Arco-Rosen series of career guidance books updated and now available in paperback. 40 titles. (7-9), P, C-2, C-4.

75. Career Information Series. (J. C. Penney Company) Filmstrips with records on career information. (7-9), FS and R, C-4.

76. Career Interviews (Series) (McGraw-Hill) 40 taped career interviews. (7-9), T, B-2, C-4.

77. Career in Music Education, A. Music Educator's National Conference and American Personnel and Guidance Association. (Music Educator's National Conference) Presents basic facts associated with music teaching as a profession. Illustrated pamphlet. (7-9), P, B-2, C-4.

78. Career Opportunities. (Sets I and II) (Popular Science) 1970 catalog.
    I. Set of 5 filmstrips. 332 - New Career Opportunities; 337 - Your Life of Work; 341 - Interests Pay Off; 361 - Career Planning in a Changing World; 365 - How to Study Occupations. (4-9), FS, B-2, B-3, B-4, B-5, C-1, C-3, C-4.
    II. Set of 4 filmstrips. 386 - Automation; 395 - Jobs in Mathematics; 397 - Salaried Worker of Self-employed? 403 - Careers in Science. (7-9), FS, B-2, B-3, B-4, B-5, C-1, C-3, C-4.

79. Career Opportunities Through Apprenticeship. Grau, G. and Kerlan, J.H. (Eds.) (Minnesota Guidance Series, St. Paul) 1972. Free on request for single copy. (10-up), P, C-4, E-3.

80. Career Opportunities for Technicians and Specialists. (Ferguson, J.G. Publishing Company) A five volume reference set on jobs available for technical school or two-year college graduates. (7-9), P, C-4.

81. Career Planning in a Changing World. (Popular Science Audio Visuals, Inc.) Captioned filmstrip encourages young people to think realistically about job opportunities as they change with social and technological changes. (7-9), FS, B-4, B-5.

82. Career Planning for High School Girls. Stevenson, G. Reprinted from Occupational Outlook Quarterly, Summer 1973. (U.S. Department of Labor, Women's Bureau, Washington, D.C.) (10-up), P, C-1, C-3, C-4, D-1, D-2.

83. Career Planning and Vocational Guidance (Set) Popular Science Audio-Visuals, Inc. Captioned filmstrips on vocational guidance and career planning. (7-9), FS, G.

84. Careers (Series) Tapes Unlimited. (Gordon Flesch Company) 1970. Series provides a study of 12 major industries, giving the student a broad outlook before committing himself to a course of study. Includes opportunities in: Construction; Distribution; Education; Graphic Arts; Health Service; Hotels, Motels, Restaurants; Industries; Law; Mass Communication; Security and Protection; Selling; Transportation. (7-9), T, B-2, C-4.

85. Careers in Art. (SL Film Productions) 1967. 16 min., 16 mm. color film surveys the four major areas of art where most artists are employed; advertising, industrial design, interior decorating, and art education. Highly recommended by NVGA. (7-9), F, B-2, C-4.

86. Careers in the Building Trades. (Coronet Films) 11 min., 16 mm. film shows Bob observing carpenters, plumbers, bricklayers, electricians, painters, plasterers, and glaziers on a construction site. Also relates school subjects to building trades. (7-9), F, B-2, C-4.

87. Careers in Chemistry. (Farm Film Foundation) 14 1/2 min., 16 mm. film covers analytical chemistry and other opportunities in this almost endless field. (7-9), F, B-2, C-4.

88. Careers Construction. (International Communications) (7-9), F, C, E.

89. Careers in Depth Library. (Random House School & Library Service) In-depth investigation of one career in each book. (7-9), P, C-4.

90. Careers for Girls. (Bureau of Audio-Visual Instruction) 17 min., 16 mm. vocational exploration film designed to acquaint girls with the many jobs open to women today. Stresses importance of analyzing one's interest and abilities in relation to different occupations. (7-up), F, B-1, B-2, C-1, C-3, C-4.

91. Careers and Science. (Popular Science) (7-9), FS or S, B-2, C-4.

92. Careers at Sea. (Imperial Productions, Inc.) Four tapes or cassettes on-the-job interviews which give an insight into the major requirements for a career at sea. (7-9), T, B-2, C-4.

93. Careers Series. (Doubleday and Company) Agri-Business; Clerical; Communications; Construction; Education; General Service; Government Service; Health Service; Leisure Industries; Making a Choice; Mechanical; Sales; Technicians. (7-9), F, B-2, B-5, C-3, C-4.

94. Careers Series. (Educational Dimensions) Sound filmstrips on careers in fashion design, drafting, fine arts, television, photography and art careers in advertising. (7-9), FS, B-2, B-5, C-3, C-4.

95. Careers with the State of Minnesota. (Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Building, St. Paul) (S, 10-up), P, C-4, E-1.

96. Careers without College. (Wisconsin State Employment Service) Free. Booklet discusses the world of work and several occupational fields not requiring a college education. (7-9), P, C-4.

97. Career/Vocational Guidance Series. A career information series of filmstrips to help students express personal feelings about work, upgrade ambitions, emphasize importance of early preparation and planning, etc. (7-9), FS, A-4, A-5, B-1, C-1.

98. Challenge. (Bureau of Audio-Visual Instruction) 16 mm, color film. Shows what a large corporation does in accepting moral responsibility to society in areas of business, profits, efficiency, respect for individuals, civic welfare, and job opportunities. (7-9), F, G.

99. Changes in the Modern Family: Their Impact on Sex Roles. Giele, J. (American Journal of Orthopsychiatry, Oct. 1971, 41) Reprint available from KNOW, Inc., Box 86031, Pittsburgh. (S), P, A-4, B-4, D-2.

100. Changing Roles of Men and Women, What it Means to Youth. (American Guidance Service, Inc., Publishers Building, Circle Pines, MN) Also manual for teachers and counselors. (S, 7-9), P, A-2, B-3.

101. Changing Women in a Changing Society. Special issue of the American Journal of Sociology. (University of Chicago) 1973. (S), P, B-3, B-4.

102. Character Formation (Set) (Bailey Films, Inc.) 6 color filmstrips. (4-6), FS, A-1, B-1.

103. Choices. Alschuler, A. (Prentice Hall, Inc.) 1970. (10-up), P, C-3, D-1, D-2.

104. Choosing Your Career. (Guidance Associates) (7-up), FS and R, C-1, C-3, D-1, E-1.

105. Choosing Your Occupation. (Coronet Films) Self appraisal, occupational possibilities, preparation requirements and guidance services are covered. (7-9), F, C-1, C-3, C-4.

106. Chronicle Guidance Services. (Chronicle Guidance Publications, Inc.) Ongoing. Includes occupational briefs, career adjustment posters, college information, professional articles of interest to counselors, etc. (S, 7-up), P, G.

107. Chronicle Occupational Microfile. (Chronicle Guidance) A microfilmed edition of the Chronicle Occupational Library. Annually updated. (7-9), O, G.

108. Civil Rights Digest, Spring 1974. (U.S. Commission on Civil Rights) Free. Digest also offers resource list. (S), P, A-2.

109. College Information Guide, 1972-74. (Pupil Personnel Services, Minnesota Guidance Series, Documents Section, Room 140, Centennial Office Bldg., St. Paul) Under revision. (S, 10-up), P, B-2, C-4, E-3.

110. Colloquy, November 1973, 6. (The Awareness Game Resource Center on Sex Roles in Education, 1156-15th St., N.W., Washington, D.C.) 18 essays/sexism in education. (S), P, B-3.

111. Come to Work With Us. (Edu-Craft) (K-3), FS or S, B-2.

112. Come to Work With Us. (Beginning Sextant Series) (Sextant Systems, Inc.) 1970. Career awareness series for grades K-3; each volume contains 16-18 representative occupations in one industry or occupational location. Attractive colored illustrations depicting children in appropriate attire performing adult work roles. See Beginning Sextant Series. (K-3), P, B-2.

113. Communities and Their Needs. Families and Their Needs. People Use the Earth. (Silver Burdette Series) (K-3), P, A-1, A-2, B-2.

114. Community Helpers. (ROA's Films) Set of colored picture story study prints depicting specific jobs and various duties associated with it. Complete lesson on reverse side. 8 pictures per set. Set SP - 119, Police Dept. Helpers; Set SP - 120, Fire Dept. Helpers, Set SP - 121, Postal Helpers; Set SP - 122, Dairy Helpers; Set SP - 123, Supermarket Helpers; Set SP - 124, Hospital Helpers. (K-3), study prints, B-2.

115. Community Helpers (Set) (ROA's Films) Good introduction to job responsibilities. 6 filmstrips. (K-3), FS, A-5, B-2.

116. Community Helpers Series. Cahill. (Henk Newenhouse, Inc.) 8 color film. 1. Bakery Beat; 2. Community Helpers - The Sanitation Department; 3. Dairy - Farm to Door; 4. Firemen - On Guard; 5. Health - You and Your Helpers; 6. Policemen - Day and Night; 7. Postman - Rain or Shine; 8. Truck Farm to Store. (K-3), F, B-2.

117. Community Helpers Series. (Carlton Films) Set No. 1: Bus Driver, Doctor, Fireman, Grocer, Mailman, Policeman. Set No. 2.: Dentist, Librarian, Milkman, Sanitation Dept. Crew, Service Station Attendant, Street Maintenance Crew. Color filmstrips visualize the services and duties of community helpers who are of significance to the child. (K-3), FS, B-2.

118. Community Series. (McGraw Hill) (K-3), FS, B-2.

119. Community Workers and Helpers Series. (ROA's Films) Department Store Workers, F210-5; Doctors' Office Workers, F210-4; Hospital Workers, F210-6; School Workers, F210-1; Supermarket Workers, F210-3. Series takes primary grade students on fascinating behind-the-scene visits to community workers and helpers whose goods and services affect their lives; emphasis is on meaning of community and community interdependence. (K-3), FS or S, B-2.

120. Community Workers and Helpers. (Society for Visual Aids) (4-6), FS or S, B-2.

121. Community Workers Series. (Carlton Films) The Fire House; Firemen at Work, Larry Helps the Police; Policemen at Work; Post Office Workers; Workers for Health. Series helps the child understand how helpers make the community a better place in which to live. (K-3), FS, B-2.

122. Compulearn Career Awareness Package, K-12. (Compulearn, Inc., 4 Gateway Center, Pittsburgh) 1972. (S), O, G.

123. Cooperation, Competition, Conflict. (University of Minnesota) (10-up), F, B-1.

124. Coronet: Your Job Series. (Coronet) (10-up), F, B-1, C-4, E-3, F-1, F-3.
Your Job, Applying for It.
Your Job: Finding the Right One.
Your Job: Fitting In.
Plus Your Job: Getting Ahead; Your Job: Good Work Habits; Your Job: You and Your Boss.

125. Counseling Girls and Women over the Life Span. Matthews, E., et al. (American Personnel and Guidance Association) 1972. (S), P, G.

126. Counselor and the Feminine Protest, The. (Available from Counseling and Student Personnel Services Center, University of Michigan, Ann Arbor, December 1971, #0G 400034) (S), P, B-1, G.

127. Counseling Women, Special issue of The Counseling Psychologist, Vol. 4, No. 1, 1973. (The Counseling Psychologist) Excellent review of the literature, especially in career development of women. (S), P, C-1, C-2, D-2, F-3.

128. Counselors and Women, Special issue of the Personnel and Guidance Journal, October 1972. (Publication Sales, APGA) (S), P, G.

129. Counselor's Sourcebook: Career Guidance and Vocational Counseling for Women. (Human Interaction Research Institute) Source bibliography/facts.(S), P, G.

130. Cross-Age Helping Program. (Center for Research on Utilization of Scientific Knowledge, Institute of Sociological Research, University of Michigan, Ann Arbor, Maxwell Printing Company) 1969. (S), P, A-5.

131. Cumulative Career Index. (Annual compilation with Supplements) (Chronicle Guidance Publications) (S), P, C-4, G.

132. Cutting the Apron Strings. (ROA's Films) 8 min., 45 frames. Shows how teens can prove they are responsible and dependable. (7-9), FS, A-5, B-1.

133. Daddy Comes Home. (Children's Record Guild) (K-3), T or R, B-2.

134. Date with Your Future, Money Mangement for the Young Adult. (Educational Division, Institute of Life Insurance). (7-up), P, A-5.

135. Day with Daddy, A. Tresselt, A. (Lothrup) (K-3), P, B-2.

136. Day with Your Family, A. (ROA's Films) Shows how each family member has certain needs and responsibilities that are important to all family members. (K-3), F, A-5, B-1.

137. *Deciding*. Miller, G. *College Board Review*, No. 82, Winter, 1971-72. (College Entrance Examination Board) (10-up), *P*, C-3, E-3.

138. *Developing Basic Values* (Series) (Society for Visual Education) Includes: Acceptance of Differences, Consideration of Others, Recognition of Responsibility. (4-6), *FS*, A-2, A-5, B-1.

139. *Developing Careers in the Elementary School*. Gysbers, N.C., Miller, W., and Moore, E.J. (Eds.) (Charles E. Merrill Publishing Company) 1973. Theory, programs, and activities. (S), *P*, G.

140. *Developing Responsibility* (Coronet Films) 11 min. Story of boy and dog points out that responsibility entails hard work, difficult decisions and missing out on fun but it also gives great satisfaction. (4-6), *F*, A-5.

141. *Developing Your Personality*. (Encyclopedia Britannica - Education Corporation) (4-6), *FS*, B-1.

142. *DUSO* (Developing Understanding of Self and Others) *(Kit)* (American Guidance Services, Inc.) 1970. A program of planned experiences to Develop Understanding of Self and Others. Includes a manual, story books, posters, records or cassettes, puppets, role playing cards, puppet props, and group discussion cards. (K-3), Kit, A-1, A-2.

143. *Dictionary of Occupational Titles* (D.O.T.) (U.S. Government Printing office) 1965. Vol. I - alphabetical listing of 35,000 job titles and 22,000 definitions. Vol. II - group jobs according to work field, purpose, product, subject matter, industry, worker traits and abilities. (7-up), *P*, C-4.

144. *Dimensions of Personality* (Series) Limbacher, W. (George Pflaum Publications) 1970. Three books: Becoming Myself, Here I Am, I'm Not Alone. (4-6), *P*, A-1, B-1.

145. *Discovering Differences*. (Social Science Lab Unit, Science Research Associates) (4-6), *P*, A-2.

146. *Discovering Myself*. (American Guidance Service) 1962. One of a series of graded guidance texts. Flip charts to stimulat discussion are also available. (7-9), *P*, A-1, G.

147. *Discovering the Real You*. (Singer Education & Training Products Society for Visvual Education (SVE)) Sound Filmstrip - 50 frames, 10 min. (7-9), *FS*, A-1.

148. *Dollars and Sense*. (Educational Reading Services. 6 filmstrips and 3 records. How money goes round and round; Different kinds of money; How money is made; How we borrow money: How budgets work; How taxes work. (4-6), *FS* and *F*, B-2.

149. *Door in the Wall*, The. De Angeli, M. (Doubleday) Depicts the story book characters who learned to "get along." (4-6), *P*, B-1.

150. Doubleday Series: The Real Book About _______. (Doubleday and Company) The Real Book About Crime Detection. Bonner, M.G. 1958. (4-6), P, B-2. The Real Book About Jornalism. Bonner, M.G. 1957. (4-6), B, B-2. The Real Book About Robots and Thinking Machines. May, J. 1962. Discusses jobs that can be done by machines which replace men and how this changes our economic structure. (4-6), ~~B~~P, B-4, B-5.

151. Do You Like to Work with Ideas, People, or Things? (Wisconsin State Employment Service) Free. Lists jobs dealing primarily with people, things, ideas, ideas-people, ideas-things, people-things, and those in which all three are important. (7-9), P, C-1.

152. Drafting. (State Employment Service Agencies or Louis DeRochemont associates) 1968. 7½ min. film on career areas within drafting. Highly recommended by NVGA. (7-9), F, B-2, C-4.

153. Dutton Career Book Series. (E. P. Dutton and Cmpany) Series describes work done, qualifications and educational requirements, salaries, and opportunities available in many contemporary fields. (7-9), P, C-4.

154. Earning Money While Going to School. (Coronet Films) (7-9), F, A-5.

155. Eddie, Inc. (Association Films, Inc.) Free. First lesson in free enterprise. Encourages the neighborhood boys to earn some pocket money by starting their own business. (K-3), F, B-1.

156. Effective Criticism. (Coronet Instructional Films) 1951. (7-up), F, A-1, B-1.

157. Effective Listening. (University of Minnesota) (7-up), F, B-1.

158. Eggs to Market. (Film Associates of California) (4-6), F, B-2.

159. Elementary School Careers Education: A Humanistic Model. Cross, F.R. (Charles E. Merrill Publishing Co.) 1974. "Complete" model; goals, objectives, responsibilities, organization, integration. (S), P, G.

160. Employment Opportunities Series. (Avid Corporation, Instructional System Division) Series helps students become aware of a variety of non-professional opportunities for high school graduates. (7-9), FS or S, C-4.

161. Encyclopedia of Careers and Vocational Guidance. (J.S. Ferguson Publishing Company) Two volume set of careers and vocational guidance; covers 71 major career fields and 650 individual occupations. (S, 7-up), P, C-3, C-4, E-3.

162. Eric Hoffer: The Passionate State of Mind. (WCCO-TV) (10-up), F, A-2, B-2, D-1, D-2.

163. Everyone Helps in a Community. Churchill. (Henk Newenhouse, Inc.) Work in pioneer days is contrasted with work today in which each person specializes in what he can do best. (K-3), F, B-2, B-3, B-4.

164. Everywhere We Go. National Forum Foundation. (American Guidance Service) Keyed to grade 4 - stories about boys and girls as they learn about new things, ideas, working and playing together, problem solving, looking at their behavior, learning to accept responsibility and learning gradual independence and self reliance. Classroom charts are available to coincide with chapters in book. (4-6), P, A-5.

165. Evolution of Harvesting. (Detroit Visual Education Consultants) Technological and sociological changes eliminate and create jobs. (4-6), FS or S, B-4, B-5.

166. Exploring sex typing: A kit for Counselors. (Available from Education Chairperson, Status of Women Council of British Columbia, Suite 102, 1045 W. Broadway, Vancouver 9, B.C., Canada. (10-up), Kit, B-1, G.

167. Exploring the World of Jobs. Kitch, D. (Science Research Associates) 40 page booklet covers what people do in different jobs, how jobs differ, importance of all jobs, what employers want, five major job groups. (7-9), P, B-2, C-4.

168. Exploring the World of Work. (Valient IMC) This series of tapes or cassettes focuses on the interest areas of the Kuder Vocational Preference Record. (7-9), T, B-2, C-4.

169. Exploring the World of Work. (Wisconsin State Employment Service) Free. Discusses thinking about work roles and choosing the right work role. (7-9), P, D-1, D-2.

170. Exploring Your Personality. (Science Research Associates) (7-9), P, A-1, B-1.

171. Facing Facts About Planning. (Prudential Insurance Company) (7-9), F, C-3, E.

172. Facing Reality. (McGraw Hill Textfilms) 1954. (S, 10-up), F, A-1, B-1.

173. Factory, The: How a Product is Made. (BFA Educational Media) A toy is shown from start to finish in factory setting. From initial idea to the final sale in the store is traced. (K-3), F, B-2.

174. Failure--A Sure Step to Growth. (Guidance Associates) (S, 10-up, FS or R, B-1, F-2.

175. Family Helpers. Hoffman and Hezzlefinger. (Children's Press) (K-3), P, A-5, B-1.

176. Family Problems - Younger Teens. (Society for Visual Education) (7-9), FS or S, B-1.

177. *Farm Question, The*. (Guidance Associates) (10-up), *FS* and *R*, B-2, C-4.

178. *Fathers Go Away to Work*. (Pat Dowling Pictures) (K-3), *F*, B-2.

179. *Fathers Work*. (Educational Reading Service) Six fathers working at different occupations in the community show a variety of responsibilities, skills, and personal relationships on the job. (K-3), *FS* or *S*, A-5, B-2.

180. *Fathers Work, Mothers Work Too*. (Imperial Films) (4-6), *F*, B-2.

181. *Feminist Resources for Schools and Colleges*: *A Guide to Curricular Materials*. (Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, N.Y.) Resource bibliography. (S, 10-up, *P*, G)

182. *Films*. (Bureau of Audiovisual Instruction) 16 mm. films for general educational, personal, social and vocational guidance. (S, all pupils), *F*, G.

183. *Films with Booklets*. (Association Films, Inc.) 16 mm. sound films with booklets on career information and personal guidance. (7-9), *F* and *P*, G.

184. *Films and Film Loops*. (Encyclopedia Britannica Educational Corporation) 8 mm. film loops on job opportunities in transportation, communications, dentistry, sales and service occupations; and 16 mm. films on personal, social, school, and vocational guidance. (7-up), *F*, G.

185. *Filmstrip Series*. (Eye Gate House, Inc.) Captioned filmstrips, eight on getting and keeping a job; four on looking toward the future; and nine on occupational education. (7-9), *FS*, A-4, C-4, F-1.

186. *Find Your Job* (Book Series) (Finney Company) Designed to help slow learners, underachievers and students in special classes. (7-9), *P*, B-2, C-4.

187. *Finding Your Life Work*. (Bureau of Audiovisual Instruction) 20 min., 16 mm. film points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions. (7-9), *F*, A-1, B-1, C-1, C-3.

188. *The Fireman and His Work*. (3M Company. Gordon Flesch Company) Understanding of the contributions of the fireman to community safety is developed through guided worksheet activity in which the learner identifies commonly distinguished elements of the fireman's uniform, equipment, tools and services. Awareness of fire dangers and the need for fire safety is created. 18 min. (K-3), *T* and *P*, B-2.

189. *First Things*: *Sound Filmstrip for Primary Years*. (Guidance Associates) Series helps children grow in understanding of themselves and others as individuals and members of groups within society. (K-3), *FS* or *S*, A-1, A-2, B-2.

190. Flight to Glory. Davis, K.S. (Garden City Books) 1960. (4-9), P, B-2.

191. The Flow of Goods and Services. (Popular Science) (7-9), FS or S, B-3.

192. Focus (Discovery Through Guidance) Bruck, C.M. (The Bruce Publishing Company) A group guidance booklet for eighth grade with units on educational focus, social focus, personal focus, and vocational focus. (7-9), P, G.

193. Focus on Self Development (Kit) (Science Research Associates) Kit includes 5 sound filmstrips, 4 story records, 20 photo cards and an activity book "Here I Am." Designed to help children gain an understanding of themselves, others, the environment, and its effects. (K-3), Kit, A-1, A-2, B-3.

194. Footnotes to Decisions (Series) (Educational Record Sales) This series explores major decisions made by prominent people--students must think through how they might have made similar decisions if they had been in command. (4-6), T or R, A-5, C-3.

195. Foundation for Occupational Planning (Series) (Society for Visual Education) 5 basic filmstrips to aid students in self assessment and career exploration: Who Are You? What do You Like to Do? What Is a Job? What Are Job Families? What Good is School? (4-9), FS, C-1.

196. Free to Be You and Me. (McGraw-Hill) 1974. (Film source not available immediately) (K-6), F, R, P, A-1, A-2.

197. Future of the Family, The. (Guidance Associates) (7-9), FS or R, B-4, D-3.

198. Futurists, The. Toffer, A. (Ed.) (Random House) 1972. (S, 10-up), P, A-4, B-4, C-3, C-4, E-2, F-4.

199. Game of Might Have Been. (ROA's Films) On wishful thinking and accepting reality. (K-3), FS or S, B-1.

200. George Westinghouse, Young Inventor. Dunham, M. (Bobbs-Merrill, Company, Inc.) 1963. (4-6), P, B-2.

201. Getting Along on the Job. (Kit) (Avid Corporation) Four filmstrips concerning job attitudes, problems, situations and necessary adjustments. (7-up), FS, F-3.

202. Getting Along with Others. (Coronet Films) 11 minutes on learning to get along in games, home and school. (K-3), F or FS, B-1.

203. Getting Along in School (Junior Guidance Series) (Science Research Associates) (4-6), P, B-1.

204. Getting a Job. (Encyclopedia Britannica Films) 16 mm, sound, b/w, 16 min. (7-9), F, C-4, F-1.

205. Getting and Keeping Your First Job. (Guidance Associates) This two-part sound filmstrip provides suggestions for successfully making the transition from school to the world of work. (7-9), FS, F-1.

206. Getting to Know Me Series. (ROA's Films)
A Boat Named George, C-102-2. Shows how a few words can clear up misunderstandings and promote friendships and fun; stresses the importance of working with others.
Listen, Jimmy! Jimmy learns the way to win the respect of his classmates is by doing instead of by talking; stresses succeeding the right way.
People Are Like Rainbows, C-102-1. Tells how people both similar and different make up our world; stresses the importance of being yourself.
Strike Three! You're In! C-102-4. Tim can't play baseball but is good at math, so he becomes the team scorekeeper; stresses recognition of one's abilities.
(K-3), FS, A-1, A-2, B-1.

207. Goals and Dreams. (Reid Ray Film Industries, 2269 Ford Parkway, St. Paul) 1968. (7-9), F, A-4.

208. Goals of Unions. (University of Minnesota) (10-up), F, F-3.

209. Going Places. (Charles Cahill and Associates, Inc.) 1966. (7-9), F, A-3, A-4, A-5, B-1.

210. Gordon Flesch Series: Let's Meet__________. (3 M Company. Gordon Flesch Company)
Let's Meet the Teacher. Acquaints the learner with the background and training of the typical elementary classroom teacher and gives them an understanding of the teacher's "homework" in planning the daily lessons and classroom activities of the learner. (13 min.) (K-3), T and P, B-2.
Let's Meet the Nurse. Through reference to worksheet illustrations, the learner visits a hospital nurse, a dental nurse, a physician's nurse, a school nurse and a visiting nurse, and is oriented to the duties of each in the community. (10 min.) (K-3), T and P, B-2.
Let's Meet the Doctor. Introduces the doctor and his work through guided worksheet identification by the learner of some of the common procedures and equipment a physician uses in a physical examination. Family doctors and specialists are differentiated and their image as a friend to the child is stressed. (14 min.) (K-3), T and P, B-2.

211. Gossip, The. (McGraw Hill Textfilms) 1955. (7-9), F, A-1, B-3.

212. Great Expectations. (Prepared by San Fernando Valley AAUW. Available from Myra Fisher, 4805 Dunman Avenue, Woodland Hills, CA) (10-up), Packet of exercises, A-4.

213. Grievance Hearing. (University of Minnesota) (10-up), F, F-3.

214. Griper, The. (McGraw Hill Textfilms) 1954. (7-9), F, A-1, B-1.

215. Group Methods Designed to Actualize Human Potential. A Handbook. Otto, H. (The Holistic Press, Beverly Hills, CA) (S), P, B-1.

216. Growing Up. (Encyclopedia Britannica) (K-3), FS or S, A-5.

217. Guidance Associates: Labor History. (Guidance Associates)
The Great Depression: 1929-1939. (10-up), FS and R, G.
The Growth of the Labor Movement. (10-up), FS and R, G, F-3, F-5.
The Industrial Revolution in America. (10-up), FS and R, G.
Also The Migrant Worker. (A-2, G); The Reckless Years: 1919-1929. (G); Social Movements: To Change a Nation. (G).

218. Guidance Associates: Your Job Series. (Guidance Associates)
Your First Week on the Job. (10-up), FS and R, F-1, F-3.
Your Job Interview. (10-up), FS and R, F-1, F-3.

219. Guidance Films. (ROA's Films) Offer free 16 mm. career information films. (7-9), F, G.

220. Guidance Kit. (Educational Progress Corporation) 60 recorded interviews (tape or cassette); 40 on professional careers and 20 on semi-professional occupations. (7-9), T, B-2, C-4.

221. Guidance Systems, An Introduction to Personnel Work. Blocher, D., Dustin, E.R. and Dugan, W.E. (S), P, G.

222. Guidance Texts and Charts. (American Guidance Service, Inc.) Series focus is on self understanding, friends, school, groups, family and education. (7-9), P, A-1, A-2.

223. Guide to Sources of Data on Women and Women Workers for the U.S. and for Regions, States and Local Areas. (U.S. Department of Labor, Employment Standards Administration, Women's Bureau) 1972. Free. Resource bibliography. (S), P, A-2.

224. Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories. (S), P, B-1, G.

225. Health Careers. (Lawren Productions, Inc.) Four filmstrips to introduce allied health careers; with records and/or tapes. (7-9), FS, B-2, C-4.

226. Health Careers Guidebook. (U.S. Government Printing Office) 1969. Written for young people, describes 200 jobs in health field and gives information about education, training, and licensing requirements; salaries, working conditions, and job prospects. (7-9), P, C-1, C-2, C-4.

227. Helpers at our School. Helpers in our Community. Helpers Who Come to Our House. (Coronet Films) Series on occupations that help operate their school, make the community a good place to live, and bring services into the home. (K-3), F, B-2.

228. Heredity and Environment. Engle, T.L. (Psychology. Ch. 9) 1964. (10-up), P, A-1, A-3, A-4, B-3.

229. Her Story. DeKock, P. (Available from Interact, Box 262, Lakeside, CA) Simulation. (10-up), P, G.

230. High School Course Selection and Your Career. (Guidance Associates) Two sound film strips provide a basic introduction to course planning and shows relationship of education choice and career planning. (7-9), FS, C-4.

231. Honest Truth, The: What Do You Think Series. (McGraw Hill Textfilms) 1953. (10-up), F, A-1, A-5.

232. How Do You Feel? (Imperial Films) Set of six captioned filmstrips on feelings about being alone, school, home and family, other children, community, plants, and animals. (4-6), FS, A-1.

233. How to Find a Job (Kit) (Valient IMC) Kit contains transperencies and ditto masters. Designed to give students first hand information on job applications, W-2 forms, withholding forms, etc. (7-9), Kit, C-4, F-1.

234. How Ideology Shapes Women's Lives. (Scientific American, Jan. 1972, 226) (S), P, A-4.

235. How to Investigate Vocations. (Coronet Films) 11 min., 16 mm. film shows a high school boy taking "tests," reading about vocations, talking to people in various occupations, and getting summer job experience to determine interests, traits, and aptitudes. (7-up), F, B-1, B-2, C-1, C-3, C-4.

236. How to Study Occupations. (Popular Science Audio Visuals) Captioned filmstrip covers prospects and job qualifications for various kinds of work and methods of investigation. (7-9), FS, C-4.

237. How We Get Our Clothing. McCall, E. (Benefic) (K-3), P, B-2.

238. Human Value Series, The. Arnspiger, C.V. (Steck-Vaugn Company) 3 books - Values to Learn, Values to Share, Values to Live By. Teach human value relationships. (4-6), P, B-1, C-1, D.

239. I Believe. (Educational Record Sales) (4-6), T or R, C-1.

240. I Like to Be Me. Geddes, B.D. (Viking Press) (K-3), P, A-1.

241. I Want to Be. . . Series. (Educational Enrichment Materials, Inc.) Filmstrips designed to introduce children to various career areas, Doctor, Fireman, Librarian, Nurse, Pilot, Teacher. (K-3), FS, B-2.

242. I Want to Be. . . Series. Greene, C. (Children's Press) A set of 42 books divided into six major classifications for independent reading to show the importance of work and the interdependency of man. Community helpers, food providers, tradesmen and businessmen, transportation and communication, professional occupations and other basic interest areas. (K-3), P, B-2.

243. I Want to Be (Series). (Richtext Press) A guidance reading program of 36 books. Also includes pupil language skill notebooks and an annotated teachers notebook. (7-9), P, B, C, G.

244. I Want to Be a Postman. Green, C. (Children's Press) (K-3), P, B-2.

245. Ideas, People, Things. (Wisconsin Employment Service) Pamphlet points out that while most jobs require dealing with all three to some extent, there are some which deal primarily with ideas, with people, or with things, or with a combination of two of them. A few jobs classified in this manner are given as examples. (4-6), P, C-1, C-2.

246. If Everybody Did. Stover. (David McKay Company) (K-3), P, A-1, A-2, B-1.

247. If I Were a Sailor. in Music for Young Americans Song Book. (American Book Company) (4-6), song, B-2.

248. If You're Not Going to College. (Guidance Associates) (7-9), FS or S. B-1, C-3, C-4.

249. Improve Your Personality. (Coronet Instructional Films) 1950. (7-up), F, A-1, B-1.

250. In a Medical Laboratory. (National Committee for Careers in Medical Technology) 1967. Free loan. 28 min., color film on careers in medical technology. Highly recommended by NVGA. (7-9), F, B-2, C-4.

251. Instinct of Workmanship, The. Veblen, T. (W. Norton Company) 1964. (10-up), P, C-1, C-2, D-1, D-2, F-5.

252. Instinct of Workmanship and the State of the Industrial Arts, The. (MacMillan Company, 1914; reprinted in paperback, W. W. Norton Company, 1964) (7-up), P, C-1, D-1, D-2.

253. Instructional Objectives Exchange - Measures of Self-Concept K-12. (Instructional Objectives Exchange, P.O. Box 24095, Los Angeles) Family, peer, school-related self-concept. (S), P, A-1.

254. Interaction Process Analysis. Bales, R.F. (Addison-Wesley) 1950. (S), P, D-2.

255. Interests Pay Off. (Popular Science) (7-9), FS, C-1.

256. Introduction to Economic Reasoning, An. (The Brookings Institution, Washington, D.C.) 1956. (4th edition paperback, 1967) (S), P, C-3.

257. It's Your Move: Decisions for Discussion. (Coronet Films) (7-9), F, C-3.

258. Jackie Robinson. 1965. (Minneapolis Public Library) (7-9), F, A-3, B-2.

259. Janitor's Girl, The. Friedman, F. (Morrow Publishing Company) Book stresses person's unique individuality and the contributions each person can make to a total effort. (4-6), P, A-1, A-2, A-5.

260. Joan and Paul. Emma Willard Task Force on Education. (Emma Willard Task Force on Education, Minneapolis) Teaching guide (counseling or teaching) for role playing approach to career counseling. (10-up), P, C-3, D-1, D-2, E-1.

261. Job Experience Kits. (Science Research Associates) Kits are a collection of work-simulation experiences in 20 representative occupations designed to give students opportunities to solve problems typical to the occupation. (7-9), kits, C-2, C-3, C-4.

262. Job Family Series. (Science Research Association) Set of 20 booklets broadens student's range of occupational consideration. Describe jobs at several educational levels within job families. (7-9), P, B-2, C-4.

263. Job Finding. (Sets I and II) (Popular Science) 1970 catalog.
I. Set of 5 filmstrips: 309 - So You want a Summer Job; 234 - How to Get a Job and Keep It; 351 - When You Go to Work; 370 - Where Will You Live and Work? 380 - How to Find a Job for Yourself. (7-9), FS, F-1.

264. Job Guide for Young Workers. (U.S. Government Printing Office) Presents highlights on entry jobs or fields or work frequently held by young people leaving high school. Includes tips on how to get a job. (7-9), P, B-2, C-4, F-1.

265. Job Reviews. (National Association of Manufacturers) Booklets provide information on entry jobs not requiring more than a high school diploma. (7-9), P, C-4.

266. Job that Goes Someplace, A. (Guidance Associates) (10-up), FS and R, C-3, C-4, E-1, E-3, F-1, F-5.

267. Job in Your Future, The. (Science Research Associates) A junior guidance booklet. (7-up), P A-4, B-4, C-4.

268. JOB-O (Judgement of Occupational Behavior-Orientation) (CFKR Career Materials, P.O. Box 4, Belmont, CA) Game-like self-assessing decision-making program. (7-up), program, G.

269. Jobs and Gender. (Guidance Associates) (10-up), FS and R, B-2, B-4, C-1, C-2, D-2.

270. Jobs in the Health Field. (State Employment Service Agencies or Louis De Rochemont Associates) 1967. 11 min. color film on health careers. Highly recommended by NVGA. (7-9), F, B-2, C-4.

271. Jobs for the Now Generation. (Bowmar) (7-9), FS, or S, B-2, C-4.

272. Jobs and Their Environment on the Job. (McGraw-Hill) (7-9), F, B-3, B-4, C-2.

273. Journey to Nowhere. (Audio Visual Aid Department, Minnesota Council of Churches) (7-up), F, A-2, A-3, B-3.

274. Joy. Schutz, W. (Grove Press, Inc.) (10-up), P, A-1, C-1, D-1, D-2.

275. Junior Guidance Series Booklets. (Science Research Associates). Booklets provide helpful directions for child as he moves from childhood to adolescence. (4-9), P, A-5, B-1, G.

276. Junior High: A Time for Change. (McGraw Hill Textfilms) (7-9), F, A-1, A-2.

277. Just Me. Ets, M.H. (Viking Press) (K-3), P, A-1.

278. Just What Do Mothers Do? (Edu-Craft, Inc.) (4-6), FS or S, B-2.

279. Keep Up With Your Studies. (Coronet Films) 10 min. Motivates interest in doing well. (4-6), F, B-1.

280. Kindness to Others. (Coronet Films) Shows Sam's experiences with his classmates and the pleasures that come from practicing kindness. (K-3), F, B-1, B-2.

281. Know Yourself. (McGraw Hill) (7-9), P, A-1.

282. Labor Force in Flux. (University of Minnesota) (10-up), F, B-4, B-5, E-2.

283. Leaders, Dreamers, and Heroes. (Educational Reading Services) Historic deeds of frontier leaders and heroes who built a nation out of wilderness. Daniel Boone, Francis Marion, Davy Crocket, Lewis and Clark, Kit Carson, Buffalo Bill, John Paul Jones. (4-6), P, B-2.

284. Learning Equals Earning. (NEWIST) T.V. Guidance Series. After first six programs on self understanding and two on school guidance services, there are over twenty video-taped field trips into business and industry. (7-9), video series, B-1, B-2, C-1, C-4.

285. Learning from Disappointments. (Coronet Films) 1961. 11 min. Helps in growing up and learning to handle a common problem, disappointments. (4-6), E, B-1.

286. Learning Kit for Guidance Counselors and Counselor Educators to Aid in the Deliverance of Sex-fair Counseling. Six-hour training kit; self administered; (esp. in career counseling); includes resource guide. Available from Carol B. Crump, Abt Associates, Inc., 55 Wheeler St., Cambridge, MA. (S), kit, G.

287. Life Styles and Work: A Career Education Resource Guide. Hansen, L., Klaurens, M. and Tennyson, W. (Minnesota Department of Education, Pupil Personnel Section) 1972. (S), P, C-1, D-1, D-2, G.

288. Learning to Live (Series). (Radio House) 16 tapes. A panel of children and a moderator discuss 16 topics concerning precepts, habits and attitudes of everyday living. (4-6), T, A-1, A-2, B-1.

289. Learning to Live Together Series. (ROA's Films) Learning to Be Forgiving, F801-3; Learning How to Be Liked, F802-3; Learning to Be Unselfish, F801-4, Learning to Make Friends, F802-4, Working Together in the Family, E801-1. Series encourages students to understand and respect other people; teaches that tolerance and understanding can lead to more wholesome friendships and that life can be more enjoyable by learning to live with others; shows how family cooperation leads to happier relationships. (K-3), FS or S, B-1.

290. Learning to Make Decisions. (Singer Education and Training Products. Society for Visual Education (SVE)) Sound filmstrip, 49 frames, 10 minutes. (7-9), FS, B-1, C-3.

291. Learning Social Skills - Interpersonal Relations (Set). The Challenge Reader Series, (McCormick Mathers Publishing Company, Inc.) 6 books, non-graded. (4-6), P, B-1.

292. Let's Help Mommy. (Children's Record Guild) (K-3), T or R, B-2.

293. Let's Share with Others. (Coronet Films) 11 min. on different ways of sharing; when we should and should not share. (K-3), F, B-1.

294. Life Career - Game. Boocook, S.S. (Western Publishing Company, Inc.) 1968. A game designed to give students a feeling for the future, information about alternatives and opportunities available, a sense of how a life cycle is patterned and practiced in decision making. (7-9), O, A-4, C-3, G.

295. Life in the Teens. (Success Motivation Institute) Ten cassette taped lessons for teenagers include aids in self-understanding, motivation for success in school, and selecting and planning your career. (7-9), T, A-1, A-4, B-1, C-1, C-3, C-4, D, E.

296. Liking Your Job and Your Life (Series). (Guidance Associates) (7-up), FS and R, C-1, D-1, D-2.

297. Listen, Listen . . . (Ford Motor Company) 1968. Free rental. 25 min., 15 mm. sound color film on various pathways leading to career fulfillment. (7-9), F, C-4.

298. Lives in Progress. White, R.W. (Holt, Rinehart, Winston) (10-up), P, B-2, C-1, C-2.

299. Lives of Poor Boys who Become Famous. Balton, S.D. (Crowell Company) Stimulates interest in investigating individual's motivations to overcome obstacles to fulfill a goal. (4-6), P, B-1, B-2.

300. Living With Your Family. (Society for Visual Education) (K-3), FS or S, B-1.

301. Living Work of Albert Schweitzer. (Minneapolis Public Library) (7-9), F, B-2, D-1.

302. Lonely Crowd, The. (Yale University Press) 1950. (10-up), P C-1, D-1, D-2.

303. Looking Ahead to a Career. Occupational Outlook Service. (U.S. Government Printing Office) 1967. A set of 36 color slides with narrative showing changing occupational and industrial mix and what it forecasts for the next decade. (7-9), S, B-4, B-5.

304. Look Who's Wearing Lipstick! Marshall, P. (Reprinted from Manpower, Dec. 1972, 4. U.S. Department of Labor, Women's Bureau, Washington, D.C.) (S, 10-up), P, A-2, C-2.

305. Lumberjack's Song, The. in Music for Young Americans Song Book. (American Book Company) (4-6), song, B-2.

306. Magic With Manners. (Radio House) This series is designed to help boys and girls cope successfully with problems which they meet as they begin to grow up (emphasis on common-sense attitude of consideration for others). (4-6), T or R, A-5, B-1.

307. The Mailman and his Work. (3M Company. Gordon Flesch Company) Orients the learner to the essentials of U.S. mail service and the jobs of the mailman and some of his co-workers. Worksheet pictures and response items involve the learner in identifying mail boxes, transportation equipment, stamps and other components of mail service observed in daily life. 16 min. (K-3), T and P, B-2.

308. Making a Decision in the Family. 1959. (McGraw Hill Textfilms. (7-9), F, A-1, C-3.

309. Making Decisions. (Popular Science) (7-9), FS or S, C-3.

310. Making Friends. (Encyclopedia Britannica) 1954. (7-9), F, A-1, B-1.

311. Making Friends Series. (BFA Educational Media) How Do You Rate at Home. How Do You Rate at School. How Do You Rate With Your Friends. Captioned filmstrips. This series designed for group discussions in a participation unit with review frames and checklists to enable students to rate themselves at the conclusion of each filmstrip. (K-3), FS, A-1.

312. Making Vocational Choices: A Theory of Careers. Holland, J.L. (Prentice-Hall) 1973. (S), P, C-3, G.

313. Making Work Easier. (Encyclopedia Britannica) 1964. Machines and safety - Shows how scientific principles ease work. (4-6), F, C-1.

314. *Man in a World at Work*. Borow, H. (Houghton Mifflin Company), 1964. (7-up), *P*, B-3, G.

315. *Man in a World at Work*. Havighurst, R.J. (Houghton Mifflin Company) 1964. (10-up), *P*, B-3, G.

316. *Manpower and Economic Education: Opportunities in American Economic Life*. (Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York. Also published and distributed by Interstate Printers and Publishers, Inc., Danville, Illinois) 1968. Sample lessons. (S), *P*, A-1, C-1, C-1, D-2, E-1, E-5.

317. *Man's Work, A*. List, G. (Ed.) (McGraw Hill Book Company) 50 records. (7-up), *R*, C-4, G.

318. *Masculinity and Femininity*. (Guidance Associates) (10-up), *FS* and *R*, A-1, A-2, B-3, B-4.

319. *Materials on Responsibility*. (Adlerian Institute, 735 Snelling Avenue North, St. Paul) (S, 10-up), *P*, A-5.

320. *Me, Myself, and I* (Series). Series includes: How Can I Improve Myself; Where Do We Go From Here; What About Other People; Who Am I; Why Do My Feelings Change; What Can I Do About It. (in K-12 Guide for Integrating Career Development into Local Curriculum. Drier, H.N., Jr. Charles A. Jones Publishing Company) (4-6), *FS*, B-1.

321. *Meaning of Work, The*. (Popular Science Audio Visuals, Inc.: 1970. Captioned filmstrip depicts work as man's major activity and discusses the changing nature of the work force. (4-9), *FS*, B-4, B-5.

322. *Meanings Are in People*. (University of Minnesota) (10-up), *F*, B-1, F-3, F-5.

323. *Meditations for the Modern Classroom*. (Educational Record Sales) Words of spiritual uplift are read which are in harmony with the Supreme Court ruling on inspirational readings appropriate to public schools. Stress character building, morality and good citizenship. (4-6), *T* or *R*, B-1.

324. *Men at Work*. In New Music Horizons Song Book. (Silver Burdett Company) (4-6), Song, B-2.

325. *Mental Health: Keeping Mentally Fit*. (Encyclopedia Britannica) 1954. (7-up), *F*, B-3.

326. *Minnesota Department of Employment Security: Labor Force Data*. (Minnesota Department of Employment Security, 369 Cedar Street, St. Paul) 1. *Minnesota Health Service Survey*. 2. *Minnesota Shortage Occupations Survey*. 3. *Summary of Current Economic Facts and Labor Force Data*. (S), *P*, B-5, G.

327. Minnesota Employment Trends. (Minnesota Department of Manpower Series, 390 North Robert Street, St. Paul) Free on request. (S, 10-up), P, B-4, B-5, C-3, C-4.

328. Minnesota Senior Newsletter. Fuller, E. and Fuller, R. (Eds.) (Minnesota Guidance Series, St. Paul) Free on request. (10-up), P, C-3.

329. Minnesota's Manpower, 1960-75. (Minnesota Department of Manpower Services, 390 North Robert Street, St. Paul) (S, 10-up), P, B-4, C-3, C-4.

330. Miracles: Poems Written by Children. (Educational Record Sales) This record demonstrates that poetry written by children has much to offer to listeners. (4-6), R, A-1.

331. Modern American Career Women. Clymer, E. and Erlich, L. (Dodd, Mead & Company) 1959. (4-9), P, B-2.

332. Modern Women: The Uneasy Life. (Produced by NET - The Public Television Network) 16 mm, interviews. (S, 10-up), F, B-5, C-1, D-1, D-2, E-1.

333. Moral Value Series. (Warren Scholoat Productions, Inc. Gordon Flesch Company) Series of open-ended dilemma situations. Viewers make a choice of appropriate responses to everyday human problems or situations. (4-6), FS, D-1, D-2.

334. More Hands for Man: The Story of the Industrial Revolution. Spencer, C. (John Day Co., Inc.) 1960. (4-6), P, B-4.

335. More Power for the Job. (International Film Bureau) 19 min. color film. Explains the need for young people to plan careers while still in school. (7-9), F, A-4, C-4.

336. Mothers Work Too. (Educational Reading Service) Filmstrips show six working mothers at home with their families and follow them through their working day. (K-3), FS, B-2.

337. My Father Works. (3M Company. Gordon Flesch Company) Builds awareness that many different kinds of work are necessary to keep the world we live in functioning. The learner identifies worksheet illustrations of a variety of jobs involving different levels of skill and is guided to recognize that all work is worthwhile. 14 min. (K-3), T and P, B-1, B-2.

338. My Life to Lead. (Coronet Films) (7-9), F, A-1, B-1, C-1.

339. National Vocational Guidance Association Current Career Information Bibliography. Swan, R. J. and Ellis, B.W. (National Vocational Guidance Association, Washington, D.C.) 1969. (S, 10-up), P, A-4, B-1.

340. *Natural Superiority of Women, The*. Montague, A. (7-up), *P*, A-4, B-1.

341. *NEA Resources Kit on Sex Roles in Education*. Resource Center on Sex Roles in Education. (Available from Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C.) Includes newsletter. (S, 10-up), *Multimedia*, G.

342. *New Career Opportunities*. (Popular Science) (7-9), *FS* or *S*, B-5, C-4.

343. *New Careers*. (U.S. Government Printing Office) Pamphlet describes jobs with a future and a profession. (7-9), *P*, B-4, C-4.

344. *New House, The: Where Did It Come From*. (Coronet Films) Child learns that many people work together to build the houses we live in. (K-3), *F*, B-2.

345. *New Music Horizons*. (Silver Burdette Company) Includes the following songs: Down In A Coal Mine, Freight Boats, Men at Work, Peanut Picking Song, Rich Harvest. (4-6), *P*, *Songs*, A-2, B-2.

346. *Newspaper Serves Its Community, A*. (Film Associates of California) (4-6), *F*, B-2.

347. *Occupational Abstracts*. (Personnel Services, Inc.) Available individually and by annual subscription. (7-9), *P*, B-2, C-4.

348. *Occupational Information*. Baer and Roeber. (Science Research Associates) 1964. (7-up), *P*, G.

349. *Occupational Information*. Hoppock, R. (McGraw-Hill), 1967. (10-up), *P*, G.

350. *Occupational Interview Cassettes*. Imperial International Learning. (Carlton Films) A series of 50 on-the-job interviews provides students with insight into the work-a-day world from people who actually do the work. (7-9), *T*, B-2, C-1, C-2, C-4.

351. *Occupational Guidance*. (Finney Company) A series of 800 occupational briefs, including those of interest to job bound as well as college bound youth. (7-up), *P*, B-2, C-4.

352. *Occupational Outlook Handbook*. U.S. Department of Labor. (U.S. Government Printing Office) Published every two years. Includes a section on "Tomorrow's Jobs", and over 700 individual occupation reports. Occupations are grouped into related fields. (10-up), *P*, B-2, C-4.

353. *Occupational Reinforcer Patterns*. (Dawes, R.V., Borgen, E. and Weiss, D. (Bulletin 48, Industrial Relations Center, University of Minnesota) 1968. (S), *P*, C-2, F-2, F-3.

354. *Occupations and Careers*. (McGraw-Hill) (7-9), *P*, G.

355. On the Job: Four Trainees. (Guidance Associates) (7-9), FS and R, C-4, G.

356. On-the-Job Interview Series. (Valient IMC) 50 tapes of actual on-the-job interviews, varying in length from 15 to 25 minutes. (7-9), T, B-2.

357. Open Door Books. (Sextant Systems, Inc.) Twenty four fascinating autobiographies by contemporary Americans from minority backgrounds who achieved success against odds. Mini-book size. (7-up), P, B-2.

358. Opportunities in Retailing Span the Centuries. (Merchandiser Film Productions) An 11 minute tape presenting the challenges and benefits of a career in retailing. (7-9), T, B-2.

359. Other Choices for Becoming a Woman. Mitchell, J. (KNOW, Inc.) 1974. Handbook. (10-up), P, A-1, C-1, C-3, D-1, D-2.

360. Our Changing World. (San Diego County Department of Education Audio Visual Services) Changes that have occurred in our society. (4-9), FS or S, B-4, B-5.

361. Our Family Works Together. Churchill. (Henk Newenhouse, Inc.) A family trip, off to a poor start, becomes a success as each member does his job. (K-3), F, A-5, B-1.

362. Our Community Services. (Encyclopedia Britannica) (K-3), F, B-2.

363. Our School Workers. (McGraw-Hill) (k-3), FS or S, B-2.

364. Our Working World. (Science Research Associates) Our working world focuses on the family in the first grade. In step with the child's growing world, the program expands to the neighborhood in the second grade and to the entire metropolitan community in the third. A complete set of materials for each grade includes one Record Set, one textbook, one activity per student and One Teachers Resource Unit. Families at Work - Grade 1; Neighbors at Work - Grade 2; Cities at Work - Grade 3. (K-3), Kit, A-1, A-2.

365. Our World of Work. Wolfbein, S. and Goldstein, H. (Science Research Associates) 1970. (7-up), P, B-4, C-2, C-4.

366. An Overview of Technical Education. (Science Research Associates) (7-9), FS or S, C-4.

367. Painted Rock to Printed Page. Rogers, F. (J. B. Lippincott Company) 1960. Occupational change over the years. (4-6), P, B-4.

368. Paper. Meyer, J.S. (World Publishing Company) 1960. Historic treatment. (4-6), P, B-2.

369. Parent Effectiveness Training. Gordon, T. (Peter H. Wyden, Inc.) 1971. (S), P, A-1, A-5, B-1, B-2, B-3.

370. Parents' Role in Career Development. NVGA and Los Angeles Personnel and Guidance Association. Knapp, D.L. and Bedford, J. (APGA, Washington, D.C.) 1967. (For parents), P, A-1, G.

371. Pattern and Growth in Personality. Allport, G. (Holt, Rinehart, and Winston) 1961. (S), P, A-1.

372. Patterns of Behavior (Series) (Eyegate House) 9 filmstrips. (4-6), FS, A-1, A-2.

373. Pelle's New Suit. Beskov, E. (Harper) (K-3), P, A-5, B-2.

374. People Are Different and Alike. (Coronet Films) (4-6), F, A-2.

375. People Around Us, The. National Forum Foundation. (American Guidance Service, Inc.) Keyed to grade 5 - deals with personal development needs of pre-teen children and the environment of present day cultural complexity. Classroom charts are available to coincide with chapters in book. (4-6), P, A-1, B-3.

376. People We Know. (Guidance Associates) (4-6), FS, A-2.

377. People Who Help Our Community. (Troll Associates/Educational Reading Service) Ten color transparencies show children how workers contribute to make the community a safe, clean, pleasant place to live. (K-3), Transparencies, B-2.

378. People Who Work at Night. (Film Associates of California) 13 minute film. (K-3), F, B-2.

379. Person to Person Communication. (University of Minnesota) (10-up), F, B-1, F-3.

380. Personal Qualifications for Job Success. (Coronet Instructional Films) 1952. (7-9), F, C-4, E-3, F-3.

381. Personality and Emotions. (Encyclopedia Britannica) 1955. (7-up), F, A-1.

382. Picture Charts for Occupations. (F. A. Owen Publishing Company) Charts. (4-6), P, B-2.

383. Pilot - Copilot. (Imperial Productions, Inc.) (4-6), T or R, B-2.

384. Planning Ahead for the World of Work. Vetter, L. and Sethney, B. (The Center for Vocational and Technical Education, The Ohio State University, Columbus) 1970. Materials for students; teaching guide. Available from ERIC Documents, Reproduction Service, Drawer O, Bethesda, Maryland. (S, 10-up), P, C-3, D-2, E-1.

385. Planning Beyond High School. (Valient IMC) This series of six records, tapes or cassettes helps the student investigate the broad range of alternatives open to him after he graduates from high school. (7-9), R or T, C-4.

386. Planning My Future. Neugarten, B.L. (American Guidance Service, Inc.) 1964. One of a series of graded guidance texts. Flip charts to stimulate discussion are also available. (7-9), P, C-1, C-3, D-E.

387. Planning Your Career. Calvert, R., Jr. (McGraw-Hill Book Company) (7-9), P, C, E.

388. Planning Your Career. (Encyclopedia Britannica) (7-9), F, C, E.

389. Planning Your Job Future. Stoups, E. and Rosenheim, L. (Science Research Associates) A 40-page booklet on discovering your interests, developing your abilities, your personality, learning about jobs, and relating interest, abilities and personality to jobs. (7-9), P, A-1, B-1, C-1, C-4, D-1, D-2.

390. The Policeman and his Work. (3M Company. Gordon Flesch Company) Introduces the learner in simple terms to the role of the police officer in the community. In worksheet illustrations the learner identifies the officer's uniform, badge and some of the common equipment used in police work. The image of the police officer as a friend is developed. 23 minutes. (K-3), T and P, B-2.

391. Politicians and What They Do. Botter, D. and Watts, F. 1960. (4-6), P, B-2.

392. Preparing for Jobs of the 70's. (Guidance Associates) (7-up), F or FS and R, B-3, C-4.

393. Preparing for the Jobs of the 70's and 80's. (Wisconsin State Employment Service, Department of Industry, Labor and Human Relations) (10-up), P, B-2, C-4.

394. Preparing for the World of Work. (Guidance Associates) This two-part sound filmstrip demonstrates the necessity of choosing occupations in line with aptitudes and interests and investigates five major areas of vocational education. (7-9), FS and R, C-1, C-4.

395. Pre-Recorded Tapes for Vocational Guidance. (Imperial Productions) A series of 50 on-the-job interviews cover working conditions, occupational demands, fringe benefits, earnings, retirement, job qualifications, etc. (7-9), T, C-1, C-2, C-4.

396. Problem with Parents, The. ROA's Films. 9 minutes, 46 frames. Covers identification, communications, mutual respect. (7-9), FS, B-1.

397. Procrastinator, The. (McGraw Hill Textfilms) 1952. (7-up), F, A-5.

398. Profiles in Success, Forty Lives of Achievement. Silver, L. J. (Fountainhead Publishers, Inc., New York, New York) 1965. (7-9), P, A-4, B-2.

399. Promise of the Rainbow. Fry, R.K. (Farrar Publishing Company) Story stresses the importance of each person as a unique individual. (4-6), P, A-1.

400. *Public Service Careers*. (U. S. Government Printing Office) Pamphlet describes jobs and advancement in public agencies. (7-9), *P*, B-2, C-4.

401. *Quarterback, The*. (National Association of Manufacturers) 1951. (7-9), *F*, B-1.

402. *Quest* (Discovery Through Guidance). Bruck, C. M. (The Bruce Publishing Company) A group guidance booklet for 7th grades with units on educational quest, social quest, personal quest, and vocational quest. (7-9), *P*, A-4.

403. *Racial and Sex Role Stereotyping in Career Information Illustration*. Birk, M., Cooper, and Tanney, M.F. (Available from the authors at the University of Maryland, College Park, Maryland) Looks at *OOH*, Encyclopedia of Careers and Vocational Guidance, etc. (S), *S*, G.

404. *Random House Program for Elementary Guidance*. (Random House) Set of 33 high interest books as case studies - explores personality development. (S, 4-6), *P*, A-1.

405. *Reaching Out: Inter-Personal Effectiveness and Self-Actualization*. Johnson, D.W. (Prentice-Hall, Inc.) 1972. Communication, conflict and negotiation--includes learning activities. (S), *P*, B-1.

406. *Reflections of Myself: The Adolescent Experience. A Resource Guide for Career Development in the Senior High School*. Benson, A.N. (10-up), *FS* and *R*, A-1, A-5.

407. *Resource Guide for Career Development in the Junior High School, A*. Benson, A.N. (Minnesota Department of Education, Pupil Personnel Section) 1972. Resources catalogues here. (S), *P*, G.

408. *Responsibility*. (McGraw Hill Book Bompany) 1953. (7-9), *F*, A-5.

409. *Revolution in Women's Sports*. (Reprint from *Women Sports*, September 1974. 1660 S. Amphlett Blvd., Suite 266, San Mateo, California) (10-up), *P*, B-1.

410. *Robert Goes Shopping*. (ROA's Films) Depicts elements of the neighborhood; what stores offer; individuals as consumers. (K-3), *FS* or *S*, A-1, A-2, B-2.

411. *Robot*. (Available from Fundamentals, P.O. Box South, Pasadena, California) Non-sexist work roles, version of "Old Maid." (4-up), *Card game*, G.

412. *Role of Women in American Society, The*. Naiman, Adeline. (Available from Ms. Adeline Naiman, Educational Development Center, 55 Chapel St., Newton, Massachussetts) 10-unit film-based curriculum. Includes resource guides. (10-up), *F*, C-3, D-1, D-2, E-1, F-2.

413. Roles and Goals. (Argus Communication) (10-up), FS and R, D-2, G.

414. Roots of Labor Unions. (University of Minnesota) (10-up), F,

415. Satisfaction Guaranteed. (Connecticut Mutual Life Insurance Company, Hartford, Connecticut) (7-9), P, C-1, D-1, D-2, E-1.

416. Saturday's Child. (Bantam Books) 1974. Women photographed and interviewed in nontraditional jobs. (10-up), P, G.

417. School Helpers. (Audio-Visual Division, Educational Reading Service) Series makes students aware of contributions by school staff. Told through a simple story. (K-3), FS, B-2.

418. School and School Helpers. (David Cook Publishing Company) 1969. (K-3), Teaching pictures, B-2.

419. (School Subject) and Your Career (Series). (Bureau of Labor Statistics. U.S. Department of Labor) 1970. Free. A series of leaflets entitled: Biology and Your Career, English and Your Career, Foreign Language and Your Career, Math and Your Career, Science and Your Career, Social Science and Your Career. (7-9), P, C-4.

420. Science Research Associates: Social Science Laboratory Units. 1969.
1. Charting Your Job Future. (7-9), P, C-1, C-4, D-1, D-2, E-1, E-2, E-3.
2. Deciding by Doing. Project Book. (6), P, C-3.
3. Individuals and Groups. Project Book. (5), P, B-3.
4. Influencing Each Other. Project Book. (7), P, B-1.

421. Search - Discovery Through Guidance. (Bruce Publishing Company) Searchlight on self - students have opportunities to evaluate their personal feelings and goals. (4-6), O, A-1, C-1

422. See a Job Series. (McGraw-Hill Films) This series of sound filmstrips is particularly useful for students with poor reading and writing skills. (7-9), FS, B-2, C-4.

423. Seeing Ourselves. (National Forum Foundation, American Guidance Service) 1965. Keyed to grade 6, this is one of a graded series of developmental guidance texts, teacher's guides, and flip charts for class discussion. It deals with what we know about ourselves, other people, school, families, friends, groups, jobs. (4-6), P, A-1, A-2.

424. Selected Characteristics of Occupations by Worker Traits and Physical Strength. (U.S. Government Printing Office) 1968. A supplement to the Dictionary of Occupational Titles which lists jobs by worker traits with subdivisions by level of strength required. (7-up), P C-4, E.

425. Self-Directed Search, A. Guide for Educational-Vocational Planning. (Consultant, Psychologist Press) (10-up), P, E, G.

426. Sex Role Stereotyping for the Human Services. (Minnesota Resource Center for Social Work Education. Available from Minnesota Resource Center for Social Work Education, Augsburg College, Minneapolis) Information and exercises. (S), P, G.

427. Sexism in Education. (Emma Willard Task Force on Education, Box 14229, University Station, Minneapolis) (S), P, B-1.

428. Significant Others: A Career Education Resource Guide. Antholz, M.B., et al. (Minnesota Department of Education, Pupil Personnel Section) (S), P, A-2, G.

429. Since Yesterday, the Nineteen Thirties in America. Allen, F.L. (Harper and Brothers) 1940. (7-up), P, B-4.

430. Sir Isaac Newton: Scientist - Mathematician. Houston, W. R. and DeVault, M. V. (Steck-Vaugn Company) (4-6), P, B-2.

431. Sixteen in Webster Groves. University of Minnesota. WCCO-TV) (10-up), F, A-1, D-1, D-2.

432. Skills That Pay Off. (Popular Science) (7-9), FS or S, C-4.

433. Skills for Progress. (U.S. Department of Labor). (7-9), F, C-4.

434. Skinner Series. Skinner, B.F. (The MacMillan Company) Beyond Freedom and Dignity. 1972. Walden Two. 1948. (10-up), P, B-3, B-4, C-1, C-2, D-1, D-2.

435. Sky Pioneers: The Story of Wilbur and Orville Wright. (Harcourt, Brace & World, Inc.) 1963. (4-6), P, B-2.

436. Social Psychology of Education, The. Johnson, D. (Holt, Rinehart, and Winston, Inc.) Chapter 3, pages 43-63 "Role Theory, The Role of the Teacher, and Role Conflict.: (S), P, D-2.

437. Sociology of Work, The. Caplow, T. (University of Minnesota Press, Minnesota) 1954. (S), P, C-1, C-2, D.

438. Some Factual Information in Selected Private Vocational Schools. (Minnesota Department of Education, Capitol Square Building, St. Paul) 1972. Free on request. (S, 10-up), P, C-4, E-3.

439. Songs. I've Been Working on the Railroad. Whistle While You Work. Hi, Mr. Electrician. Etc. (K-3), Songs, B-2.

440. Songs of the South. (Educational Record Sales) (4-6), T or R, A-2.

441. Special Breed, A. (Jam Handy) Free rental. 22 min. introductory film which could provide motivation to consider construction and heavy machinery as occupational choices. NVGA rating: excellent. (7-9), F, B-2.

442. Spotlight on People. (Bureau of Audiovisual Instruction) (4-6), F, A-2, B-2.

443. Stores in Our Community. (Coronet Films) Increases child's understanding of the relationship between stores and families in the community. (K-3), F, A-2, B-2.

444. Story Community Helpers. (R. H. Stone Products) Story--set play figures for role playing. (K-3), Play figures, A-2, B-2.

445. Story of Sports, The. Jupo, P. (Dodd, Mead & Company) 1960. From yesterday's school games and exercises to highly developed sports of today. (4-6), P, B-4.

446. Story of the Trapp Family Singers. Trapp, M.A. (Doubleday) (4-6), P, A-4.

447. Study Prints. (Society for Visual Education) Study prints: 8 on School, Friends and Helpers, 4 on A Family at Work and Play, 8 on Neighborhood Friends and Helpers. (K-3), Study prints, A-2, B-2.

448. Studying Human Behavior. Lippitt - Fox. (Science Research Associates) (4-6), O, A-1, A-2, B-1

449. Suggested Teaching-Learning Approaches for Career Development in the Curriculum. Tennyson, W.W. and Klaurens, M. (University of Minnesota) 1968. (S), Mimeographed, G.

450. Teaching Achievement Motivation. Alschuler, A., Tabor, D., and McIntyre, J. (Ventures, Inc., Middletown, Connecticut) 1971. (S), P, B-1.

451. Teaching Children Values. (Educational Record Sales) Utilizing problem solving techniques, this record provides children with an understanding of integrity, responsibility and love. (4-6), R, A-5, B-1.

452. Technology: Master or Slave? (Argus Communications) (10-up), FS and R, G.

453. Theories of Career Development. (Appleton-Century-Crofts) 1968. (S), P, G.

454. Theory of Work Adjustment. Dawis, R.V., Lofquist, L. and Weiss, D. (Bulletin 47, Industrial Relations Center, University of Minnesota) 1968. (S), P, C-1, C-2.

455. There's Nobody Just Like You. (McGraw-Hill Book Company) Color filmstrip on self. (7-9), FS, A-1, A-2.

456. They Need Me. (Educational Reading Service) Makes children aware of emotional and social interdependency between themselves and their family members and friends. (K-3), FS, A-1, A-2, B-2.

457. Time, Work and Leisure, Of. (University of Minnesota) (10-up), F, B-4, C-1, D-1.

458. Toymaker, The. (Wallace Puppet Films) 16 minutes. Puppets through intercultural education become friends and work together. (4-6), F, A-2, B-1.

459. Today's Changing Roles: An Approach to Non-Sexist Teaching. (The National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, Washington, D.C.) 1974. (S), P, B-3.

460. Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. (Pennsylvania Department of Education, Harrisburg) (S), P, C-2, B-3, D-1, D-2.

461. Trouble at Work. (Guidance Associates) (7-up), FS and R, F-2, F-3.

462. True Book Community Helpers (Set), 221-S. ROA's Films) Set of six. Adopted from the famous "true Books" for use with any social studies text. Captioned art work tells the story of people we rely on every day in terms the primary pupil can relate to his experience. Develops an understanding and appreciation of the people of the community. (K-3), FS or S, A-2, B-2.

463. True Book of Money. Elkin, B. (Children's Press) (K-3), P, B-2.

464. Tuned Out Generation, The. (Guidance Associates) (7-9), FS and R, A-1, B-1.

465. Turner Career Guidance Series, The. Turner, R.H. (Follett Publishing Company) 1967.
    1. Changing a Job. (7-up), P, B-5, E-2, F-2.
    2. The Friends You Make. (7-up), P, B-1, B-2.
    3. Holding a Job. (7-up), P, A-5, B-1, C-4, F-2, F-3.
    4. Looking for a Job. (7-up), P, C-4, E-3, F-1.
    5. Starting a Job. (7-up), P, F-1, F-3.
    6. Training for a Job. (7-up), P, C-4, E-3, F-1.
    7. Wanting a Job. (7-up), P, C-4, E-1, E-3, F-1.

466. U.S. Army Career and Education Guide, The. (S, 10-up), P, FS, T, C-4.

467. Understand Your Emotions. (University of Minnesota) (10-up), F, A-1, B-1.

468. Understanding Children of Poverty. Gottlieb, D. and Ramsey, C. (Science Research Associates, Chicago) 1971. (S, 10-up), P, A-2.

469. Understanding and Enjoying Music. (Educational Record Sales) 4 12" 33 1/3 RPM records (with color filmstrips) (4-6), FS and R, B-2.

470. Underground Riches: The Story of Mining. Buehr, W. (William Morrow and Company) 1958. (4-6), P, B-2.

471. Understanding Your Needs. Farnsworth, D.L. (Lyons and Carnahan) (4-6), P, B-1, C-1.

472. Use Your Head, Hildy. Justus, M. Book stresses individual responsibility. (4-6), P, A-5, B-1, B-2.

473. Value Clarification, A Handbook of Practical Strategies for Teachers and Students. Simon, S.B., Howe, L.W. and Kirschenbaum, H. (Hort Publishing Company, New York) 1972. Compilation of exercises. (S, 10-up), P, A-1, A-2, A-5, B-2, C-1, C-3.

474. Values in Action. (Ealing Film Loops. Gordon Flesch Company) Nine film loops to stimulate group discussion. (4-6), F, C-1.

475. Values to Learn. Arnspiger, V.O. (Steck-Vaugn Company) 1967. (4-6), P, C-1, D.

476. Values and Teaching. Raths, L., Harmin, M., and Simon, S. (Charles E. Merrill Publishing Company), 1966. (S), P, D-1, D-2, G.

477. Vocational Behavior: Readings in Theory and Research. Zytowski, D. G. (Holt, Rinehart & Winston, Inc.) 1968. (S), P, G.

478. Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts. (Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison) 1975-76. (S), P, C-4, E.

479. Vocational Decisions. (Society for Visual Education, Inc.) Captioned filmstrip on vocational decisions. (7-9), FS, C-3.

480. Vocational Development: A Framework for Research. Super, D.E., et al. (Columbia University, New York) 1957. (S), P, G.

481. Vocational Education Resource Materials. (Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison) Bibliographies of free loan materials in: 1. Agriculture Education, 2. Business Education, 3. Distributive Education, 4. Handicapped and Special Education, 5. Health Occupations Education, 6. Home Economics Education, 7. Research and Development in Vocational Education, 8. Trade and Industrial Education. (S, 10-up), P, G.

482. Vocational Guidance Library. (Guidance Associates) A set of 40 cassette tapes: Your future - in or as an - various occupations. (7-9), T, B-2, C-4.

483. Vocational Guidance Manuals. (Vocational Guidance Manuals) A series of books covering a wide variety of vocational information. (7-9), P, C, F.

484. Vocational Interviews. (Guidance Associates) A library of 40 interviews available in 5-inch reel tapes or in cassettes. Persons interviewed describe nature of work they perform, skills required, rate of advancement, etc. (7-9), T, B-2, C-4.

485. *Vocational Readiness Backage, The*. (Jean Scott or Maureen Rabin, 1215 Lodi Place, Los Angeles) 5-day program, with simulation games and drama. (10-up), *Program*, C-1, C-2, D-1, D-2, E-1.

486. *Vocations in Agriculture*. (J. G. Ferguson Publishing Company, 1965. 15 min., 16 mm. film illustrates the broad range of vocational opportunities in agriculture and related fields. (7-9), *F*, B-2, C-4.

487. *Vocations in Literature: A Booklist*. Schrank, F., Sanborn, M., and Engels, D. (Research and Guidance Laboratory, University of Wisconsin-Madison) (S, 7-up), *P*, B-2, C-4.

488. *Wanted, Medical Technologists*. (Public Affairs Pamphlets) One in a series of Public Affairs Pamphlets. (7-9), *P*, B-2, C-4.

489. *We All Work*. (From Five Friends at School Series) (Holt, Rinehart and Winston, Inc.) 1967. Set of 6 filmstrips. In this one filmstrip from the set, children tell what their fathers do to support the family and what their mothers do to maintain the home. (K-3), *FS*, A-1, A-2, B-2.

490. *We the American Women*. U.S. Department of Commerce, Bureau of the Census. (U.S. Printing Office, Washington, D.C.) 1973. Statistical profile of women in American society. (S, 10-up), *P*, A-1, A-2.

491. *We Can Change It!* Shargel, S., and Kane, I. (Change for Children, 2588 Mission Street, Room 226, San Francisco) 1974. Suggestions, ideas. (S, K-3), *P*, B-1.

492. *What Employers Want.* Worthy, J.C. (Science Research Associates, Chicago) (7-up), *P*, C-4, E-3, F-1, F-3.

493. *What Are Job Families? What Is a Job?* (From Foundations for Occupational Planning series) (Society for Visual Education) (7-9), *FS* or *S*, B-5, C-4.

494. *What Could I Be?* Lifton, W. (Science Research Associates) Introduces the world of work, guides children in viewing occupational fields in terms of their abilities and interests, and helps them see the value of school as preparation for work. (K-6), *Kit* and *P*, C-1, C-3, C-4.

495. *What to Do About Upset Feelings*. (Coronet Films) 11 minutes on understanding why you are upset; facing responsibility. (K-3), *F*, B-1.

496. *What to Do After High School*. (Science Research Associates, Chicago) 1971. (S, 10-up), *P*, C-1, C-4, D, E-1.

497. *What Do Fathers Do?* (Churchill - Wexler) (K-3), *F*, B-2.

498. *What Do Fathers Do?* (Edu-Craft, Inc.) (4-6), *FS* or *S*, B-2.

499. What Do Fathers Do? (Henk Newenhouse, Inc.) Toby learns how his father's earnings buy things his family needs and wants. (K-3), F, A-5, B-2.

500. What Do You Expect of Others? (Guidance Associates) Viewer learns that what you expect from others strongly influences subsequent interactions. (4-6), FS, A-4.

501. What Do You Like to Do? (Society for Visual Education) (4-6), FS, C-1, D-1, D-2.

502. What Do You Think? (Educational Reading Service) Encourages children to think critically about their own values. (K-3), FS, C-1.

503. What Does an Astronaut Do? Wells, R. (Harper and Row, Publishers) 1961. (4-6), P, B-2.

504. What Does a Civil Engineer Do? Wells, R. (Dodd, Mead & Company) 1960. (4-6), P, B-2.

505. What Does a Policeman Do? Johnston, J. and Harris, M. (Dodd, Mead & Company) 1959. (4-6), P, B-2.

506. What Job for Me? (McGraw Hill Book Company) (K-3), P, B-2.

507. What You Should Know Before You Go to Work. (Guidance Associates) (7-up), FS and R, C-3, C-4, F.

508. Whatever Became Of. (Ace Publishing Co., 1120 Avenue of the Americas, New York, New York) 1970. (7-up), P, A-4, B-2.

509. Wheels, Paddles and Engines, The Story of Transportation. (Educational Reading Service) Cassette tapes. Automobiles, airplanes, trains, boats, jets, and rockets - "How does it work and why?" (4-6), T, B-2.

510. When I Grow Up. Lanski, L. (Lippincott) (K-3), P, A-5, B-1, B-2.

511. When I Grow Up. Mace, K. (Simon & Schuster) (K-3), P, A-5, B-1, B-2.

512. When I Grow Up. (Young Peoples' Records) (4-6), R, A-5, B-2.

513. When I Grow Up I Want to be Married. (Impact, Counseling and Personnel Services Center, University of Michigan) 1972. Profiles for workshop suggested. (S, 7-up), P, B-2, C-3, D-1, D-2, E-1.

514. Where the Action Is. (U.S. Office of Education, Division of Vocational and Technical Education, Washington, D.C.) 1967. (7-up), F, G.

515. Where Does It Come From (Series). (Gordon Flesch Company) Set of four color sound filmstrips (record or tape) tells where we get our lumber, milk, paper, and bread. (K-3), FS and R, B-3.

516. *Where Our Daddies Work*. (Eye Gate Company) (K-3), *FS* or *S*, B-2.

517. *Where People Live and Work*. (Visual Education Consultants) (4-6), *FS* or *S*, B-3.

518. *Who Am I*? Fabry, S. (Whitman) (K-3), *P*, A-1.

519. *Who Are You*? Lifton, W.M. (Foundations for Occupational Planning, Society for Visual Education) Filmstrip points out differences among people. (4-6), *FS*, A-2.

520. *Who Are You*? *What Do You Want to Be*? (Foundations for Occupational Planning, Society for Visual Education) (7-9), *FS* or *S*, A-1, C-1.

521. *Who Built the Dam*? Bate, N. (Charles Scribner's Sons) (4-6), *P*, B-2.

522. *What Do I Want to Be*? (Popular Science) (7-9), *FS* or *S*, A-1, C-1.

523. *Who Do You Think You Are*? (Guidance Associates) (4-6), *FS*, A-1.

524. *Who is Pete*? (International Film Bureau) 25 minute, 16 mm. film. Shows how a teacher utilizes results of school testing program to determine strengths and weaknesses and help her meet needs of individual students. (7-9), *F*, B-1, C-1.

525. *Why Fathers Work*. (Encyclopedia Britannica) (K-3), *F*, A-5, B-2.

526. *Why Do People Work*. (Visual Education Consultants) (4-6), *FS* or *S*, A-5, B-2.

527. *Why Work at All*? (Guidance Associates) (7-up), *FS* and *R*, C-1, D-1, D-2.

528. *Widening Occupational Roles Kit*. (Science Research Associates) Explores 400 different occupations--pinpoints the extent and type of education needed to prepare for a particular occupation. (6-up), *Kit*, *P*, and *FS*, B-2, C-4.

529. *Wisconsin Dells Country*. (Wisconsin Dells Chamber of Commerce) (4-6), *F*, B-2.

530. *Wisconsin Instant Information System for Students and Counselors*. (WISC) Diener, T. (Wisconsin Department of Public Instruction) A deck of aperture cards containing information on Wisconsin occupations and training schools in microfiche form for use with readers or reader/printers. (7-up), *O*, C-4, G.

531. *Wisconsin Occupational Information System*. Multifaceted information access system. (S, 7-up), *P*, *M*, and *O*, G.

532. Women of Destiny. (Educational Reading Services) Inspiring stories of brave women who overcame enormous personal obstacles to lead the way for others. 8 cassette tapes. L. Helen Keller, 2. Clara Barton, 3. Florence Nightingale, 4. Madame Curie, 5. Juliette Lou, 6. Elizabeth Blackwell, 7. Amelia Earhart, 8. Betsy Ross. (7-9), T, A-4, B-2.

533. Women at Work. (Change for Children, 2888 Mission Street, Room 226, San Francisco) 1974. Photos of women in nontraditional jobs. (15 - 8 x 10) Suggestions for classroom use. Brochure. (7-up), Photos, C-2, G.

534. Women in Education: Changing Sexist Practices in the Classroom. (American Federation of Teachers, Women's Rights Committee, 1012 14th Street, N.W., Washington, D.C.) Booklet (75 pp) of reprints. Resource bibliography. (S), P, B-3, G.

535. Women in the Work Force: Development and Field Testing of Curriculum Materials. (Available from the Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus) 1960. Complete unit (how to). (S), P, G.

536. Women and the World of Work: A Career Education Resource Guide. (Minnesota Department of Education, Pupil Personnel Section) 1972. Resource bibliography. (S), P, A-1, A-2, B-2, C-1, D-1, D-2, E-1.

537. Women's Bureau Employment Facts. (U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C.) Facts on Women Workers of Minority Races. 1974. (S, 10-up), P, A-2. Also: Women Workers in . . . (by state). 1970. Free.

Also from Women's Bureau: (free)
. Fully Employed Women Continue to Earn Less than Fully Employed Men of Either White or Minority Races. 1974.
. Functions and Services of the Women's Bureau.
. Highlights of Women's Employment and Education. 1974.
. Most Women Work Because of Economic Need. 1974.
. A Working Woman's Guide to Her Job Rights. 1974.
. Steps to Advance Equal Employment Opportunity for Women.
. Steps to Opening the Skilled Trades to Women. 1974.
. The Myth and the Reality. 1974.
. Twenty Facts on Women Workers. 1974.
. Why Women Work. 1974.
. Women are Underrepresented as Managers and Skilled Craft Workers. 1974.

538. Wonder Worker: The Story of Electricity. Buehr, W. (William Morrow and Company) 1961. (4-6), P, B-2.

539. Wonderful World of Medicine, The. Caeder, P.R. (Doubleday & Company, Inc.) (4-6), P, B-2.

540. Wonderful World of Work Series. (Denoyer-Geppert) Filmstrips deal specifically with the occupations children most often see around the home, pointing out the skills that these workers must acquire to satisfactorily perform their jobs. (K-4), FS, B-2.

541. *Work in America*. (Report of a Special Task Force to the Secretary of HEW, MIT Press, Cambridge, Massachusetts) 1972. (S, 10-up), P, E-1, G.

542. *Workers, The*. (A Bantam Book jointly with Grossman Publishers) 1972. (10-up), P, C-1, C-2, D-1, D-2.

543. *Workers Who Build Houses*. (BFA Education Media) Shows division of labor, specialization, conversion of materials into products, payment of wages, pride of workmanship, cooperation, supervision, quality control, and use of the product by the buyer. (K-3), F, B-2.

544. *Working Together*. (Minneapolis Library, St. Paul Library, University of Minnesota) Union History. (10-up), F, G.

545. *Working in the U.S. Community Series*. (ROA's Films) Chicago: Tansportation Community, 201-8; Detroit: Manufacturing Community, 201-7; New Orleans: Marketing Community, 201-5; San Francisco: Financial Community, 201-6. (K-3), FS or S, B-2.

546. *World of Work, The*. (Educational Systems for Industry) 20 taped cassettes about work environment and on-the-job interpersonal relations, employer expectations, behavior that will help get promotions, etc. (7-up), T, B-3, C-2, C-4, F-2, F-3.

547. *World of Work, The*. (Educational Record Sales) A series of recordings to stimulate thinking about career opportunities and provide a convenient approach to the study of occupations. (7-9), R, G.

548. *World of Work Program*. (Ohio's Career Continuum Program) Includes objectives, activities, sample lessons, etc. (S - of K-6), P, G.

549. *World of Work Series, A*. (Contemporary Films, McGraw-Hill Films) Aimed at the potential school dropout and non-college bound student. This series of sound filmstrips covers a variety of entry occupations that require little or no training. (7-9), F or FS, C-4.

550. *World of Work Series*. (Occupational Analysis Field Center, Wisconsin State Employment Service) 1970. An excellent series of booklets on jobs in Wisconsin (examples: beef and dairy raising jobs, fruit and vegetable processing jobs, malt liquor industry jobs.) (7-up), P, C-4.

551. *You Have to Want Something*. (Argus Communications) (10-up), FS and R, D-1, D-2.

552. *You Today and Tomorrow*. Katz. (Educational Testing Service, New York) 1959. (7-9), P, C-1, D-1, D-2.

553. *You and a Vocational-Technical Institute*. (Minnesota Department of Education, Capitol Square Building, St. Paul) 1972. Free on request. (10-up), P, C-4, E-3, F-3.

554. You and Your Attitudes. (Association Films, 347 Madison Avenue, New York) 1951. (7-9), F, A-1, B-1.

555. You and Your Values. (Science Research Associates) (7-9), P, A-1, C-1, D.

556. You and Your Pension. Nader, R. and Blackwell, K. (Grossman Publishers) 1973. (10-up) P, E-1, F-5.

557. You're Growing Up. (Scotte, Foresman) (7-9), P, A-5.

558. Your Abilities. Ballard, V. (Science Research Associates) A booklet in Junior Guidance Series. Covers mental, artistic, and physical abilities, ability to make it, build it, or fix it, and ability to get along with others. (7-9), P, A-1, B-1, C-1.

559. Your Career Books. (Julian Messner) Series of books offering advice and information on specific careers. Includes personal and educational requirements, guides to colleges and schools for special training, salary ranges, and growth opportunities. (7-9), P, C-4.

560. Your Earning Power. (Coronet) (7-9), F, C-1, D.

561. Your Job: Finding the Right One. (Coronet Films) (7-9), FS or S, F-1.

562. Your Job - Good Work Habits. (Coronet) (7-9), F, F-3.

563. Your Job Outlook. (Popular Science Audio Visuals, Inc.) 1970. Captioned filmstrip presents a point of view from which to consider career choice as it relates to job prospects for the future. (7-9), FS, B-4.

564. Your Job Series. (Coronet Films) Six films that acquaint potential job seekers with the way to get the right job and keep it. (7-9), F, F-1.

565. Your Job and Success: The World of Work Series. Bohn and Wool. (REH Publishing Co.) 1968. (7-9), P, C-1.

566. Your Job and Your Future. (McGraw-Hill) (7-9), P, A-4, B-4, C-1.

567. Your Life of Work. (Popular Science Audio Visuals, Inc.) Captioned filmstrip emphasizes planning for one's life work through an understanding of work and its economic, emotional, and social importance to the individual. (7-9), FS, C-1, C-3, E.

568. Your Occupation - Student. (Popular Science Audio Visuals) Captioned filmstrip shows parallel between students and workers. Same qualities are valued by both teachers and employers. (7-9), FS, B-1, C-1.

569. *Your Personality, the You Others Know*. (Guidance Associates) Two part sound filmstrip in which peers discuss positive and negative personality traits, relationship between personality and physical appearance, realistic self improvement goals, working for self discovery. (7-up), *FS* and *R*, A-1, A-2, B-1.

570. *Your Personality and Your Job*. Sinick, D. (Science Research Associates, Chicago) 1971. (7-up), *P*, C-1, C-2, D-1, D-2, E-1.

571. *Your Search for Self*. (Popular Science) (7-9), *FS* or *S*, A-1, B-1.

CAREER EDUCATION NEED ASSESSMENT AND EVALUATION MATERIALS

The ERIC search and review of documents from university, state and national sources produced relatively few need assessment and career education evaluation sources. Each of the assessment-evaluation references is identified by title or brief description. A designation is made in parentheses as to the appropriate grade level and for use with staff; the media is designated by an underlined letter. The career education objective to be assessed or evaluated is coded last.

As an aid to identifying materials for assessing career education needs and evaluating career education programs and activities an index has been prepared. The Index to Need Assessment and Evaluation Materials contains all the resource numbers appropriate for objectives A-F, by level (K-3, 4-5, 7-9, 10-up and staff) with a notation regarding the format or media (P, F, etc.). Most of the sources are listed in a general resource category (G) because most sources apply to large segments of the model or are informative in an introductory manner. A large number of the references contain implementation materials but they are not cross indexed. The index follows.

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CAREER EDUCATION NEED ASSESSMENT AND EVALUATION MATERIALS

1. A Book About Me. Jay, E.S. (Science Research Associates, Inc.) A child's responses to the hundreds of illustrations in this flexible activity book provide many insights for counselors and teachers. (K-3), P, A-1.

2. Armed Services Vocational Aptitude Battery (ASVAB). (Armed Forces Vocational Testing Group, Universal City, Texas) (10-up), P, D-2.

3. Assessing the Needs of Students in Ten School Districts, Final Report, 1975. Navara, J.L. (Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit) State Fair Community College, Sedalia, Missouri, surveyed the needs of students in grades 9-12 in 10 non-urban Missouri school districts. The report reproduces the survey instrument (the Missouri Student Needs Survey) and analyzes the data obtained. (9-up), P, G.

4. Assessment of Career Development. (Houghton Mifflin) Developed by the American College Testing Program; elicits information to aid counselors in designing effective career guidance programs and assessing outcomes of implemented programs. (S), P, G.

5. Attitudes Toward Career Education of Key Administrative-Supervisory Personnel in the State of Maryland. Jones, O. (Maryland State Dept. of Education, Baltimore Div. of Research, Evaluation, and Information Systems) An investigation of the attitudes of three groups of key administrative-supervisory personnel in the 24 local education agencies of the State of Maryland, the study focused on 108 individuals from central office personnel, 69 principals from area vocational high schools, and 111 principals of comprehensive high schools to determine their perceptions toward the career education concept. A copy of the Career Attitude Scale-Survey Instrument is included. (S), P, G.

6. Boxscore. Feingold, Swerdlof, and Barber. (Chronicle Guidance) Criterion-referenced instrument for analysis of class or individual awareness of occupational information and range of knowledge. (Pre-test-post test format) (10-up), P, G.

7. California Life Goals Evaluation Schedules. Hahn, M.E. (Western Psychological Services) Measures 10 Life Goals: Esteem, Profit, Leadership, Independence, etc. (10-up), P, D-1.

8. Career Development Service. (Palmer Publications) 1970. Includes check lists, inventories, etc. (7-9), P, G.

9. Career Education Materials Analysis Instrument. (Social Science Educ. Consortium, Inc., 855 Broadway, Boulder, Colorado) Analysis instrument designed to aid classroom teachers check educational soundness and accuracy of materials. (S), P, G.

10. Career Education Needs and Assessment. The Administration of Career Education: Module 3, 1975. Drier, H.N., Jr., and N.S. Martinez (Eds.) (Available from: Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio) The module is one of a series of eight developed to provide inservice training for administrators of career education programs. (S), P, G.

11. Career Guidance Needs Assessment Survey: A Career Guidance Instrument Developed under Section 211 of the Appalachian Regional Development Act. Clifton, R. (Education Department, Frostburg State College, Frostburg, Maryland) The survey instrument was developed for use with students in grades seven through twelve to determine their career guidance needs. It is an 84-item multiple-choice questionnaire which elicits information on career planning, student interests, self-awareness, and student perceptions of the counselor's role. The authors state that since extensive statistical analyses have not been completed with the instrument, it must be considered experimental and used accordingly. (7-up), P, G.

12. Career Planning Program. Developed by The American College Testing Program. (Houghton Mifflin) Assesses abilities, interests, and career-related experiences. (7-up), P, C-1, C-4, D, E.

13. Careers in Depth Series. (Guidance Associates) Series of books to help students investigate a wide variety of careers. A self-evaluation test is a part of each book. (7-9), P, B, C.

14. Career Wise Kit. (Random House School and Library Service) Kit includes a library of 92 books, counselor's guide, wall charts, and student profile forms. (7-9), P, G.

15. Charting Your Job Future. Gilles, L.L. (Science Research Associates) Provides self-administered inventories to help students assess their interests, abilities, and personalities and relate them to careers. (7-9), P, A-1, C-1.

16. Comprehensive Career Education System: System Administrators Component K-12, The. (Available from: Educational Properties, Incorporated, P.O. Box DX, Irvine, California) Using the example of a Career Education Model developed by the Orange County, California Consortium, the document provides guidelines for setting up career education programs in local educational agencies. Included are the Evaluation Design, describing the Consortium's adaptable design in terms of process and product evaluation and Needs Assessment. (S, K-up), P, G.

17. Dailey Vocational Tests. Dailey, J.T. (Houghton Mifflin) Assessment of potential for training and success in occupations with trade, technical, and business-secretarial fields. (10-up), P, D-2.

18. Development, Testing and Assessment of a Model for Establishing Perceived Community Needs for Career Education Alternatives. Schiff, R.A. (University of Massachusetts) 1974. This dissertation describes the growth,

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field testing and evaluation of the process and product of a study of current status and perceived needs for career education in a diverse geographic region with limited school and industrial resources.

19. Differential Aptitude Tests. (The Psychological Corporation) Measures verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, spelling and sentences and relates aptitudes to occupations. May be used with DAT Career Planning Program (Questionnaire and Report). (7-up), P, D-2, E.

20. Discovering Yourself. Cosgrove, M. (Science Research Associates, Inc.) Helps develop the concept of self; includes self appraisal charts, quizzes, examples, lists films, readings, group activities and materials for class projects and discussion. (7-9), P, A-1.

21. Early Childhood Planning in the States: A Handbook for Gathering Data and Assessing Needs. Allen, S.V. (Education Commission of the States. Lincoln Tower, 1860 Lincoln St., Denver, Colorado. Report No. 32) 1973. Basic information that should be considered by a state when gathering data necessary to planning for child development programs, with emphasis on the five-year-old and under group, is provided. The Planning Structure, Chapter II of this handbook, discusses why a needs assessment should be conducted, the planning responsibility, and steps that should be taken by the governor or legislature. Chapter III, The Data-Gathering Model, discusses basic needs that should be considered in order to increase the effectiveness of the data-gathering activities, basic information that is available through the 1970 census tapes, other data required (current child care and related services, manpower resources, administrative mechanisms, legal constraints, financial provisions, and other resources), local attitudes and demands, use of the computer, head count vs. sampling techniques, costs. An appendix provides the results of a Survey of State Needs Assessment Activities conducted in Fall 1972. A list of ECS Early Childhood Project publications is provided. (S, K-3), P, A, B.

22. Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines, 1975. Gustafson, R.A. and others. (New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord. Available from D. Richard A. Gustafson, Keene State College, Keene, New Hampshire) Planning steps and models, sample materials, and reference lists and sources are included throughout. (Counselor and S), P, G.

23. Evaluation Guidelines. (Nevada State Dept. of Education, Carson City) 1973. This practical reference manual is intended for use in the evaluation of learner performance. The guidelines are presented in such a manner so as to make the evaluation process accessible and understandable to everybody involved in educational instruction and administration. A glossary of terminology is included to facilitate this process. The text follows the progression in an evaluation model. The model is designed to depict the necessary steps in evaluation in their proper time sequence. The major steps of the evaluation model include Needs Assessment, Design Program Evaluation, Implementation of Program Evaluation, Measurement of Objective Attainment, and Reporting and Recycling. (S), P, G.

24. Field Testing a Comprehensive Career Guidance Program, K-12. McKinnon, B.E., Jones, G.B. (Personnel and Guidance Journal, 1975, 53 (9), 663-667) This article describes the rationale, developmental framework, needs assessment, and evaluation of the comprehensive career guidance project in Mesa, Arizona.

25. Finding Your Orbit. Haldman, Hoffman, Moore and Thomas. (Chronicle Guidance Publications, Inc.) 1966. Helps students (6-8) analyze their abilities, interests and aptitudes and use these insights to investigate appropriate occupational and educational opportunities. (7-9), P, A-1, C-1, C-4.

26. Forer Vocational Survey: Men-Women. Forer, B.R. (Western Psychological Services) Structured sentence completion test covering vocational goals, etc. (10-up), P, F-2.

27. Geist Picture Interest Inventory: Men and Women. Geist, H. (Western Psychological Services) Also forms for Spanish-speaking males and deaf males. Used to identify vocational and avocational interests. (7-up), P, D.

28. Got to Be Me. Harmin, M. (Argus) A personal identity and self-awareness program includes cards and workbooks. (4-6), Program, A-1.

29. Guidance Booklets. (General Motors Corporation) Materials on careers as craftsmen, fraftsmen, mathematicians, engineers, scientists, technicians, office workers, and automotive businessmen. Also materials on self-analysis, planning for college, opportunities for the college graduate, and the future. (7-9), P, C-1, C-3, C-4.

30. Guide for the Implementation of a Needs Assessment Program. Dyrud, P.M. (University of Minnesota) 1974. The study of this dissertation centered on the disparity between the educational system and the needs of the general public. There were four aspects to the purpose of this study: (1) to analyze components of various needs assessment programs; (2) to describe the Roseville needs assessment program specifically through a step by step analysis; (3) to develop a critical analysis of the selected needs assessment programs discussed in the review of the literature; (4) to make recommendations and suggestions for a school district considering a needs assessment program, including a sample flow chart, check list and time line. (S), P, G.

31. Handbook for the Evaluation of Career Education Programs (draft). (Development Associates, Inc., Washington, D.C.) 1974. The main body of this monograph outlines steps which a local school district can follow in conducting an evaluation of its career education effort. A longer term result of following these steps would be the accumulation of information necessary to determine the extent to which the objectives associated with the concept have been achieved; that is, the baseline data for determining whether or not these are individual attributes which should be fostered. (K-up), P, G.

32. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.* Campbell, D.P. (Argus) Responsible decision-making is aided in book by co-author of Strong-Campbell Interest Inventory Test Program and spirit master exercises such as "Occupational map, structure of the World of Work in personal perspective." (4-9), *P*, C-3.

33. *Implementing Career Education in a Local Education Agency: A Source Book.* Timmins, W.M. (Utah State Board of Education, Salt Lake City) 1974. The source book was compiled to contain the materials supplemental to a planning guide designed to assist educational leaders at the district level with planning and implementing a program of career education. Illustrations and forms too voluminous to be contained in the guide are organized by steps recommended for planning: (1) conduct needs assessment, (2) define and analyze need for career education, (3) consider alternatives and design career education program, (4) implement career education program, and (5) evaluate and revise as necessary. Among the materials which form the documents are descriptions of model programs, checklists, samples of correspondence, organizational charts, sample objectives, examples of curricular materials, and bibliographies. a job-placement manual, sample student work-experience record forms, information pertaining to child labor laws, and a plan activity diagram illustrate the implementation of a program of career placement. (S), *P*, G.

34. *Interest Inventory for Elementary Grades.* Dreese, M. and E. Mooney. Identifies general interests of children in reading, hobbies, school subjects, occupations, etc. (4-6), *P*, C-1.

35. *Interview Strategies for Career Development: Basic Skills for Life.* Conley and Wrnick. (Argus) Developing career awareness through readings and use of spirit masters such as Career Survey of Parents, Community Resources Survey, Question outlines, and evaluation sheets. (4-9), *P*, B-2.

36. *Involving Parents, Students, and Staff in Determining a Needs Assessment of Educational Priorities.* Mullen, D.J. 1974. The author describes a game that is played by the school administration, faculty, staff, students, and parents in order to improve a school curriculum. The game gives all persons interested in the school an opportunity to "purchase" the kind of education they feel is needed. A player is given 20 play money bills, each in the denomination of $100, and he spends the money according to the amount of educational time and effort he feels should be devoted to a particular area. Choices are made within the nine areas of the 3 R's; social studies; science; work world; the arts; health, P.E.; and safety; making choices; relationship with others; and development of self. Participants are also asked to rank their current school program (for a specific grade level) in each of these nine areas. This publication contains a copy of the game, describes its development, and presents a case study of its implementation in an Atlanta school district. The community public relations and administration and costs of the game are also discussed. (S, 10-up), *Game*, G.

37. Kuder Form E. General Interest Inventory. (Science Research Associates) For grades 6-12. Measures individual preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. Directs students' attention to vocational areas in keeping with their interests. (7-up), P, C-1, D-1, D-2, E-2.

38. Living with Others - Citizenship. (Educational Record Sales) These recordings permit a youngster to picture himself in a variety of situations so he can learn for himself how to cope with them. (4-6), R, A-1, B-1.

39. Making Sense of Our Lives. Harmin, M. (Argus) Values Clarification packets including posters, teacher suggestion sheets, student worksheets, and spirit masters deal with 20 subjects such as "I'd Like to Be . . .," "Friendship," "Leadership and Women," "Action Plan for Life," etc. (7-up), P, D, E.

40. Measures of Occupational Attitudes and Occupational Characteristics. Robinson, J.P., Athanasiou, R., and K.B. Head. (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor) Includes job satisfaction scales applicable to F-2, occupational values applicable to D-1, vocational interest measures appropriate to evaluate C-1 and D-2, as well as others. (10-up), P, G.

41. Measures of Social Psychological Attitudes. Robinson, J.P. and P.R. Shaver. (Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor) Includes such self-descriptive measures as Sherwood's Self-Concept Inventory, Ego Strength Scale, and Self-Description Inventory, applicable to evaluation of A-1; values measures include Study of Values, Survey of Interpersonal Values, Personal Values Scales, Value Survey, etc.; other evaluative scales may apply to various portions of the model. 1973. (7-up), P, G.

42. Meeting Yourself Halfway. Simon, S. (Argus) Program of 31 exercises in self-discovery that lead students to the realization: we are what we do. Values clarification spirit master kit includes interest inventories, a values journal, etc. Also useful for group process and inservice teaching. (S, 7-up), P, A.

43. Mental Measurement Yearbook. Buros. Includes wide range of evaluative tools including Project Talent Test Battery (applicable to A-1, C-1, and D-1); Career Maturity Inventory (A-1, C-3, C-4, D, E); New Mexico Career Education Testing Series (C, D, E, F), and many others. (S, K-up), P, G.

44. Minnesota Resource Guides. (Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education) Wide variety of original evaluation forms spanning many objectives of the model e.g., Self Evaluation Form, Important Needs of Workers, Vocational Development Inventory) P, G.
    1. A Resource Guide for Career Development in the Junior High School, 1972. (7-9)
    2. A Resource Guide for Career Development in the Senior High School. 1973. (10-up)

45. *Minnesota Vocational Interest Inventory*. (The Psychological Corporation) Designed to measure interests in nonprofessional occupation. (10-up), *P*, C-1.

46. *Model Process for Institutional Goals-Setting. A Module of the Needs Assessment Project*. King, M.C.; and others. (Brevard Community College, Cocoa, Florida) 1973. A goals-setting model for the community/junior college that would interface with the community needs assessment model was developed using as the survey instrument the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service. Copies of the inventory may be obtained from the Educational Testing Service, Princeton, New Jersey) (S), *P*, G.

47. *My Bread and Butter Career Book*. (Houghton Mifflin) Personal log of exploration and discovery in workbook form. (4-6), *P*, G.

48. *My Educational Plans*. (Science Research Associates, Inc.) Enables student to plan a realistic high school program with the aid of 15 thorough self-appraising inventories. (7-9), *P*, C-1, C-3, C-4.

49. *Needs Analysis Methodology: A Prescriptive Set of Rules and Procedures for Identifying, Defining, and Measuring Needs*. Coffing, R.T. and T.E. Hutchison. 1974. The paper is designed to help educational decision-makers learn how to get useful information about needs. The authors have tentatively identified a class of problems, the solution to which appears to require the invention of some decision rules and procedures. A set of such rules and procedures called "Needs Analysis Methodology" has been developed. The paper indicates one of the basic concepts and design characteristics of Needs Analysis Methodology at a point in time. It reviews some concepts that have been guiding the developmental effort and describes the general framework or design methodology. References and appendixes extend and illustrate the discussion contained in the body of the paper. (S), *P*, G.

50. *Needs Assessment Guidelines*. (Ohio State Department of Education, Columbus Division of Research, Planning and Evaluation) 1974. The word "need" is defined as the discrepancy between what a student knows and what he should know. Student learning needs are the sole focus of the educational needs assessment procedure outlined. The definition of need should be interpreted to include both the affective and the psychomotor domains as well as the area of student cognitive learning. A recommended needs assessment procedure which can be used to identify and rank needs is also discussed. (S), *P*, G.

51. *Needs Assessment in Education: A Planning Handbook for Districts*. Handbook Series on Comprehensive Planning for Local Education Districts. No. 3. (New Jersey State Department of Education, Trenton. Division of Research, Planning, and Evaluation) 1974. The process involves the use of various measurements and activities to obtain the data needed to define the gap between "what is" and "what should be." This handbook reviews four such processes or models for identifying needs. A planning overview explains what comprehensive planning consists of, the sequence of steps in the process, a generic planning model, and why a

comprehensive planning process should be instituted in a school district. The overview is followed by a rationale for doing a needs assessment, the steps to begin, and the results that can be anticipated on completion of, a needs assessment. To aid in the selection of a model, the criteria used to choose the models for this handbook are presented, as well as a summary of each model and a matrix of model characteristics. Appendixes contain a list of definitions from each model, a list of questions to help districts evaluate a needs assessment, and one general and four selected short bibliographies. (S), P, G.

52. Needs Assessment Package. (Georgia State Department of Education, Atlanta. Office of Instructional Services) 1974. Georgia's Needs Assessment Package, which has many sample forms, includes a procedure which helps to identify short-range and long-range educational needs. This procedure utilizes community participation which broadens the decision-making base and serves to legitimatize actual decisions. It utilizes the opinions of professional educators, regardless of their role and also utilizes student opinions. Data-gathering and storing activities are organized into a direct relationship with the learning process, providing an accountability record. (S), P, G.

53. Needs Checklist for Career Education. Fadale, L.M. (State University of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education) The purpose of the Needs Checklist for Career Education (NCCE) is to provide a tool to help determine the needs within career education as perceived by middle and secondary students and staff. The checklist has two forms--one for students and one for staff. Each form has three major sections with comparable items for students and staff. Section 1 is devoted to aspects of career information; section 2 to the self; and Section 3 to the process of decision-making. The forms are designed to tap the perceptions of faculty and of students in terms of identical components within career education, thereby providing a base for comparison by career education personnel. It is hoped that the responses to the checklist will provide: a basis for discussion among staff, administrators, and/or community members; a brief needs assessment of staff and program; a basis for student initiated career-oriented activities; and a preliminary basis for teaching and/or counseling. (7-up), P, and G.

54. Occupational Guidance Series. (Finney Company) Series of books designed to give vocational assistance to students. Workbooks are included to help them reach personal career decisions. (7-up), P, C-3.

55. Occupational View-Deck. (Chronicle Guidance) Self-evaluative counseling aid for exploring occupations, interests, education, training, programs, physical capabilities, and desired working conditions. (Keyed to D.O.T. and U.S. Department of Labor data.) (10-up), O (cards, manual, checklists, profiles, charts, etc.), C, D, E.

56. Ohio Vocational Interest Survey (OVIS) (Harcourt, Brace & World, Inc.) Based on 24 interest scales. Profile chart is compared with answers on student questionnaire completed prior to survey, concerning occupational plans, etc. (7-up), P, C-1.

57. Planning Ahead After 40. Hahn, M.E. (Western Psychological Services) Ten self psychoevaluation projects or exercises dealing with values, aptitudes, abilities, interests, goals, etc., for normal, mature adults. Includes California Life Goals Evaluation. (10-up), P, C-1, D, E-2, F-2, F-3.

58. Planning in Local School Districts. Project Kansas 76: Concept Paper. (Kansas State Department of Education, Topeka) 1973. This paper attempts to clarify the nature of planning and of needs assessment by providing a concrete illustration of their application in a local school district. Needs assessment is only one phase of the planning cycle, which consists of identifying and prioritizing goals and determining needs according to the discrepancy between goals and the degree to which they are being achieved. (S), P, G.

59. Planning My Future. Hill, W.P. (Science Research Associates, Inc.) Contains self-administered tests and inventories to guide student in making preliminary vocational and educational decisions. (7-9), P, C-1, C-3.

60. Programmed Work Awareness Kits. Frost, Ratliff, Taylor. (Chronicle Guidance) Sequential program enables development of knowledge of working world. Workbooks, records, puzzles, games, charts, cards, puppetc, etc. (K-3), Program, B-2.

61. School-Based Needs Assessment Procedure. Planning Document 1. Rough draft. (Milwaukee Public Schools, Wisconsin) 1972. A procedure for determining the degree to which student performance is meeting expected or desired levels is discussed. Five steps in conducting a needs assessment are listed: (1) a student body profile, relating data already available to the six system-wide goals, is provided for each school; (2) using the student body profile, brainstorming sessions are held to identify local school needs in each goal area; (3) the results of the brainstorming are converted to a questionnaire that asks respondents to indicate the relative importance of each need; (4) a needs assessment committee is established to determine which needs have priority for programming concentration in the coming school year; and (5) the student body profile and the perceptions used to identify the needs are now used to document the importance of the needs chosen for program concentration. (S), P, G.

62. School Interest Inventory. Cottle, W.C. (Houghton Mifflin) Provides guide for determining student's need for more effective placement in school system or outside work experience; identifies potential drop-outs. (7-up), P, C-1, D.

63. Sextant Series. (Sextant Systems, Inc.) A guidance kit containing 16 illustrated volumes, 16 wall charts, 100 personal profiling forms, 100 plastic profile forms, an occupational cross-index, and an instructional guide. (7-up), P, G.

64. Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. Section 1: Overview and Management Plan. Local Needs and Attitudes Assessment, and Research Report Summary. Norton, R.E. and N.S. Martinez. (Available from: Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio) The publication, Section 1, contains the program contents and management plan, procedures and sample survey forms for conducting a local needs and attitudes assessment. (Community), P, G.

65. Student Needs Assessment Guide. Lewis, J., and others. (Vale School District 15, Oregon) 1974. The Student Needs Assessment Guide provides middle school teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. (7-9), P, G.

66. Study of Values. Third edition. Allport, V. and Lindzey. (Houghton Mifflin) Self-administered and self-scored according to indicated preferred response, enables student to plot profile of relative standing on six value scales. (10-up), P, D.

67. Teacher Directed Model for Career Education Implementation. Borman, C., and others. (Available from Center for Career Development and Occupational Preparation. College of Education, Texas A and M University, College Station, Texas) 1975. Intended as workshop guidelines, the model for career education implementation contains six modules which outline the procedure for integrating career education into the instructional process, and describes a multi-media approach to guide administrators through the developmental process. (S), P, G.

68. Tests: Adjustment, Aptitude, Attitude and Interest. (McGraw-Hill) Aptitude, attitude and interest "tests" assist students in self-evaluation in relation to the world of work. (7-9), P, C-1.

69. Unfinished Stories for Use in the Classroom. (National Education Association) Used to develop decision making skills. (4-6), P, B-1, C-3.

70. Vocational Planning Inventory. (Science Research Associates) (7-9), P, C-1, E-1, E-2.

71. What I Like to Do. (Science Research Associates) Easy-to-use interest inventory for grades 4-7. Identifies preferences in art, music, social studies, active play, quiet play, manual arts, home arts, and science. (4-6), P, A-1, C-1.

72. Work Values Inventory. Super, D.E. (Houghton Mifflin 1965. (10-up), P, D.

73. Your Career. (Warp Publishing Company) A workbook in which to record personal data, scholastic records, abilities and aptitudes, interests personality traits, post-high school plans and aspirations, requirements for vocational fielfs under consideration, and a budget for post-high education. (7-up), P, C-1, C-3, C-4.

LESSON PLANS: CAREER GUIDANCE AND COUNSELING

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SECTION 3

CAREER GUIDANCE & COUNSELING

LESSONS

Background:

Historically, whether universally accepted by counselors or not, the various public have viewed counselors as being responsible for assisting students with career planning. As concern for the apparent bifurcation of education and work increased studies were done to assess student "career maturity." In one of these major studies the authors summed up their findings as follows:

> First and foremost, we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often, haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provide a consistent and dismal picture. If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded (Prediger, Roth, and Noeth, 1973, p.33).

The authors of this study placed much of the blame for this state of 'hunger,' 'undernourishment,' and 'retardation' on counselors and their employment of the one to one counseling model. They concluded that the one to one approach was not viable because through it only a few students could receive assistance.

Conclusions such as theirs led to efforts to redefine career development programs and redirect guidance and counseling services toward greater attention to an employment preparatory function. These programs through use of the "systems approach", have attempted to reorient school guidance and counseling programs. They start with program goals and standards, assess students in terms of those standards, define student needs as the discrepancy between the standard performance and assessed performance, establish program objectives, inventory resources and methods, select methods and techniques, implement what is selected, monitor the programs and feedback the results. Examples of such programs include: AIR's Developing Career Guidance Programs (1975), and CVE's Operation Guidance (1975).

The rationale in support of these systems and programs includes:

1. All students need and have a right to career guidance services.
2. Choice and adjustment can best be promoted if a school staff works proactively and developmentally to prevent problems.
3. All school personnel K-12 must work in collaboration to promote the healthiest career growth and development.
4. The systems approach to organization and implementation is the best means to assure that all students receive services in a programmatic fashion.

In essence, programs modeled on the systems approach give step by-step procedures for organizing and implementing a group career development program which can reach all students via curricular infusion. If the systems approaches are effective in this aim, the results must be lauded. However, in an effort to reach all there appears to be the danger of neglecting each; of failing to provide the individual attention which is central to the guidance orientation.

Systems programs are based on group assessment in terms of group standards. Group or common needs are then addressed through group or common procedures. While students may have needs in common, individuals also have unique needs. Furthermore, while common needs may be met through common means, they may not be met as well. No two students learn at the same rate or reach identical learning levels except in the very simple learning processes. The systems approaches do not account for, or provide for, unique needs or learning styles. Providing for individual needs, promoting individual development is the raison d'etre for the existence of guidance programs.

It is our view that the career guidance needs of each student both can and must be met if Counseling and Guidance is to fulfill its mission. To do so requires an organized program of services in which the counselor works cooperatively with others on each student's behalf. Below are excerpts from Career Counseling in the Rural School, which provides a synopsis of our position on the role and function of the counselor in career guidance programming.

The Guidance Mission

Each of the various services within the school, including guidance, instruction and administration has shared responsibility in the preparatory mission of the school. Each service functions in separate but complementary way and each has a somewhat different focus. Administrators are charged with organizing staff and resources so that the other services can implement programs consistent with the school's mission. Instructional staff are charged with assisting students in acquiring knowledge of the world around them and in acquiring skills to manipulate that environment. Guidance staff are charged with assisting students in personally integrating and in acquiring the personal skills needed to direct their lives. These personal process skills include self-understanding, decision-making, and coping.

While it is true that teachers have concerns about the student's individual needs and about the subject matter of decision-making, problem solving, and self-understanding, they have a primary responsibility to help students achieve competency in basic skills and a command of fundamental knowledge. The counseling task is different. Personal decision-making, self-understanding and personal problem solving *are* the subject matter of counseling.

Just as instructional staff must implement their services programmatically, so too should guidance staff. However, because of the personal nature of its subject matter, the functioning of a guidance program is different from that of the instructional program.

First, if we accept the fact that each individual is unique, complex, and diverse, then the subject matter for counseling and guidance is unique, complex, and diverse. Each individual, in trying to understand himself/herself as a unique unit of subject matter, has personal decisions to make and personal problems to solve. Group delivery approaches are not suited to the teaching-learning needs of this subject matter.

Second, the best teaching-learning modality is the one-to-one approach. The philosopher on the log tutoring the acolyte in the wisdom of the ages is the instructional ideal. Of the school's services, only counseling is afforded the opportunity to operate in this manner. Economic necessity has made group learning mandatory, but group instruction is not satisfactory for the subject matter of counseling. This is true not only because of the uniqueness of it as it pertains to each student, but also because of the importance of it. Not remembering how to solve for "x" will have no major impact on later life. However, failure to make a good decision about the career pathways to be followed can influence the rest of a student's life adversely.

Third, the tasks of teaching and learning in the guidance area are complex because it is a uniquely human transaction. The counselor must understand the student and his/her needs. She/he must then give back this knowledge to the student so that she/he shares the understanding. Similar complexities exist in personal problem solving and decision-making.

Compounding the complexity of the subject matter are the time and resource limitations which counselors typically face. Given these limitations, other people have to be used in a programmatic fashion if counseling is to achieve its ends. Thus, counseling has to be a cooperative venture in service to the individual.

The best expression of the cooperative nature of this venture is provided by John Rothney (1974), in words which the counselor would use to address the individual:

> We will be working with you, your parents, your teachers over a number of years to see if we can help you to understand yourself better than you otherwise might, so that when you have to make important decisions you will be better prepare to do so.

This definition incorporates a number of assumptions. First, it is based on the belief that counseling must be cooperative. Second, it indicates that counseling is a longitudinal, not a short-term affair. Third, it includes follow-through. Fourth, it addresses total development, not remediation. Furthermore, this definition takes into account the uniqueness, complexity and diversity of the individual as well as recognition of the difficulty and complexity of the counseling task.

Two facets in this definition require further clarification, the developmental focus and the cooperative nature of the counseling task.

Too often, those espousing a developmental focus zero in only on its preventative nature. However, prevention of mental illness or mental problems is not enough. The guidance program must be proactively focused. In other words, the primary aim must be in *promoting* healthy positive growth and development.

Development is a dynamic process in which the individual learns to face problems, to define goals for self to chage goals in light of new data, to determine how to achieve goals, and to change his/her own behavior. The individual manifesting healthy growth and development learns to be responsible, to be aware of the needs of others, and to accept the consequences of his/her own behavior. Healthy development includes learning how to enjoy leisure as well as work, to accept self and others, to feel empathy for others, to accept the feelings of others toward self and to work cooperatively with others.

To proactively facilitate development, the counselor works not only to help the individual change but to help the institution change to meet needs of individuals. Institutions must serve the needs of individuals. Thus, the work of the developmentally focused counselor should be evaluated not only on its impact on people but also on its impact on the institution.

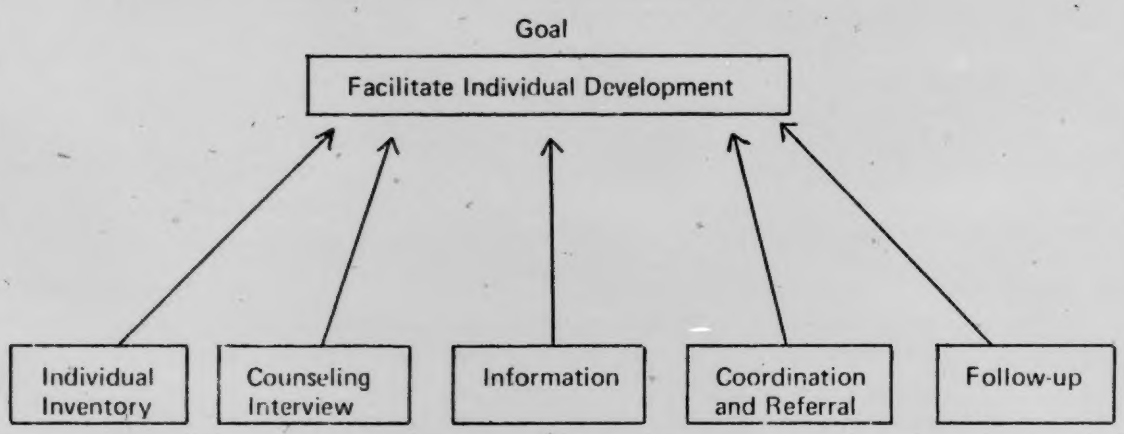
In as much as an effective guidance program has an impact on all phases of the student's life, counselors must solicit cooperation from many people. Each group with whom the counselor works on behalf of the individual sees and interacts with the student in a different situation and may perceive the same behavior differently. Teachers see how the individual responds to the classroom situation and how that individual relates to peers within the classroom and to adults and authority figures. Parents see how the individual relates to them, to peers, to brothers, to sisters and how the individual accepts responsibility at home and outside of school. The counselor needs to solicit these perceptions and combine them with the individual's own personal perceptions of self. The counselor also secures special information through inventory procedures. The sum total of this combined data can be used to help others involved with the individuals to understand that person better and to serve his/her needs better. This information can be used to determine how to reinforce, modify, or change behaviors. It can also be used to help teachers and parents aid the accomplishment of developmental tasks and promote healthy social, emotional, and intellectual growth.

Guidance Programming

The goal of cooperatively promoting development should guide each of the functions which counselors perform. In other words, this goal should be the criterion against which counselors judge their activities. The individual inventory, the counseling, the information, the coordination and referral and the follow-up services should all be directed to promoting the goal of student self-development. Each service should be geared toward assisting students in acquiring the self-understanding, decision-making, and coping skills needed to be able to master personally appropriate developmental tasks.

Each of the services needs to be defined, clarified, and integrated with the others in light of this goal orientation. The following diagram illustrates the interdependence and goal orientation needed in programming guidance services. (Figure 1)

Figure 1
Interdependence and Goal Orientation in a Guidance Program


Goal
Facilitate Individual Development
Individual Inventory
Counseling Interview
Information
Coordination and Referral
Follow-up

Individual Inventory Service -- This service consists of the programmatic techniques through which the counselor attempts to obtain relevant developmental information about individual students. This information is gathered to assist the counselor and others gain a better understanding of individual students. It often serves as a prelude to the counseling interview service.

Counseling Interview Service – Within this framework the counseling interview service is presented as the one-to-one, face-to-face interaction between the counselor and the counselee conducted for the purpose of promoting that individual's growth and development. All individual interviews, if the long range purpose is consistent with program goals, are viewed as counseling interviews. Counseling interview encounters are predicated on prior information about and contact with the individual counselee.

Information Service – The Information Service consists of the counselor's utilization of personal, social and vocational information to assist individuals. While the subject matter of guidance is the skills needed to process information personally, without appropriate information these skills cannot be properly utilized. While much of the information students need can be provided in group situations, at times individuals need specific information. At such times the counselor must know both where to obtain this information and how to assist in processing it. The chapter on the Information Service focuses on educational and vocational information and its use.

Coordination and Referral Service – This service involves the work of the counselor as she/he attempts to utilize others in an effort to promote individual growth. Because time and resources do not permit extensive use of the counseling interview as the vehicle for change, other people and techniques should be used for this purpose. Coordination specifically refers to the counselor's orchestration of other staff, parents and peers in facilitating change. Referral is the process through which individuals are directed toward appropriate services when special needs are discussed.

Follow-Up Service – The Follow-Up Service refers to the school's efforts to determine "what happens" to graduates once they leave school. Follow-up has been viewed as the responsibility of the guidance program. However, since all staff are responsible for preparing young people to assume adult roles, it is really a school-wide service. While follow-up is a necessary form of evaluation both for the guidance and other school programs, it cannot be a definitive evaluation, particularly for guidance. The subject matter of guidance consist of personal processes. In its present form follow-up can only determine outcomes, not the underlying processes. Nevertheless, follow-up, particularly in individual cases, can aid in evaluation and can help in guidance program revision and planning.

Purpose:

The purpose of this section is to provide students with readings and exercises related to both career guidance programming and each of the traditional guidance services.

Content:

This section is made up of five units:

Unit I	Background and Rationale for Career Guidance Programming
Unit II	Career Information Service
Unit III	Career Assessment
Unit IV	Career Counseling
Unit V	Coordination and Referral
Unit VI	Follow-Up and Evaluation

Limitations: Each unit is limited in scope. Only issues viewed as crucial to each service are addressed. Instructors within a complete course on career guidance programming will have to supplement lessons with added readings, lectures, and so forth. In addition, no lessons are provided on the systems approach to organization, implementation, and administration of guidance services. Lessons are geared more at content than process.

Suggested Readings:

Readings appropriate to this section are located in each unit. In addition, as part of Section One, recommendations for readings on career guidance are provided.

CAREER GUIDANCE AND COUNSELING

Unit I: Background and Issues in Career Guidance Programming

Background:

In many counselor education programs students with a variety of professional goals receive training. Those planning on counseling in the schools frequently receive identical training to those who are planning to practice in different settings. However, school counseling is a unique experience. Counseling in the school should be developmental rather than remedial, proactive rather than reactive. Counselors going into the schools should be prepared to deliver services in a programmatic fashion in light of the uniqueness of this institutional setting.

Purpose:

The purpose of this unit is to assist students in the examination and development of a guidance programming orientation.

Content:

This unit consists of two lessons:

Lesson 1 - "Development Happens"

Lesson 2 - "Goals and Rationale for Career Guidance Programming"

Lesson one provides background for discussion on developmental guidance programming. Lesson two is geared at assisting students in examining the rationale for a developmental program. Lesson two also contains suggestions for additional lessons and a reading in which an overview of a developmental program is presented.

Limitations:

Only background materials and several basic issues are addressed in this unit. Consequently, there is much room for unit expansion through lectures and readings on issues the instructor deems critical.

Suggested Supplementary Readings:

Hartz, J. and Kosmo, S. An Individualized Approach to Career Counseling and Placement. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977.

Hartz, J. and Kosmo, S. Career Counseling in the Rural School. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977.

Rothney, John W.M. Adaptive Counseling in Schools. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Sanborn, M. "School Counseling: Emphatically Not a Therapy Service" The Counselor's Handbook. Farwell et al. New York: In text, 1974.

CAREER GUIDANCE AND COUNSELING

Unit I: Background and Issues in Career Guidance Programming

Lesson 1: "Development Happens"

Instructional Goals:

1. To make students aware that development and personal change occur regardless of counselor or other intervention.
2. To make students aware that before assistance is provided we should get to "know" those we want to help.
3. To make students aware that many "problems" solve themselves; that many problems are part of the maturation process.
4. To raise the issue of sanctions; that is, what gives us the right to intervene in another's life.
5. To make students aware that too often we focus on weaknesses instead of strengths.

Class Activities:

Prepare the students by telling them you are going to read them an actual case history. Tell them further, since they are all planning to be in a helping profession, you will stop at intervals to solicit their advice as to what might be done to help this individual.

Personal Appearance: Brown skin, small stature, appears frail, unusually large ears and nose, diffident manner, hesitant speech.

Junenile history: Member of a large family living in a remote community on the seacoast. Client states that father had no schooling but is rather an important man in local government, quick tempered and domineering, but generally fair in his treatment of the family. Mother is illiterate, very religious: strong attachment between mother and son. Reports that he was a timid child, ran home from school, afraid to talk to anyone, fearful that they would "poke fun at me."

STOP

At this point stop and ask students if there is anything they might have done at this point to help this young man. (Provide no added data.)

READ ON

Got over this to some extent but has since been shy and diffident. Says that for years he has been haunted by fears of snakes, thieves, and ghosts and about going out alone at night.

Developed by John Hartz

STOP

Pause, and ask if at this point there is anything else they might do to help.

While usually obedient, began to smoke secretly at age of twelve and steals money from his parents to buy cigarettes. Quietly resents father's domination, and at one time obtained some poison and tried to commit suicide, but lacked the nerve to go through with it. No good at sports or games, but likes long walks. Tried to learn to dance but couldn't master it; same with violin. Took some lessons in elocution but made no progress and quit. Backward pupil in elementary school; found multiplication table very difficult. Regular and punctual in attendance, but is only a mediocre pupil. No juvenile work history excepting occasional duties around home.

STOP

Pause at this point. Ask class, "Assume you are to provide this young man with assistance at this point, what would you do?"

If you were to help him in a career choice, what might you do or suggest?

READ ON

Subsequent education: While in teens, thought of becoming a physician, but father objected, and at nineteen undertook legal training. Did not care for law studies, preferring to read philosophy, religious literature, and poetry; nevertheless completed two years and nine months of study and was admitted to the bar under the low qualification standards that then prevailed.

Marital Status: Married young; frequently quarreled with wife; separated, much of the time. On one occasion sent her home to her parents.

Work History: Tried to establish law practice in his home community but could get no clients. Moved to a larger city and again failed to get established. Tells of being given one small case but that he was afraid to open his mouth in court and had to turn his brief over to a colleague. Did a few odd legal jobs. On one occasion was thrown out of an office by a subordinate employee, was seriously disturbed by this experience. Finally, took a traveling assignment for a law firm, and while en route to his destination on his first trip was ejected from a train because of his color.

STOP

Pause, Ask class to assume they are his career counselor. Ask them to further assume that he comes to them for assistance.

Questions:

a. What would you do?
b. What would you suggest about his career?
c. What do you think are his prospects?

(Provide no added data--dodge those who ask for it be asking them if they really think helpers have more data than this before they act.)

Ask them if they would like to hear what happened to him.

READ CONCLUSION
DRAMATICALLY

Not long after the train episode he landed in jail. Off and on, thereafter, he spent an aggregate of several years in various jails. Between times, and even while in jail he carried on a unique type of legal activity, did some teaching, and engaged in religious work. During his entire life he accumulated no money or property. He never held public office. When he finally died (someone shot him), he left nothing but a scanty wardrobe.

BUT - when he died, upwards of a million people congregated for his funeral. The heads of nearly all of the world's governments sent messages of condolence. Long before his death he became widely known as an absolutely fearless person; as one of the most charming personalities of his day; as one of the wise men of the ages; as having probably a greater impact upon the thinking of his generation and upon the course of empire than any man then living. He was Monandas Ghandi, the Mahatma.

Questions and points to raise:

1. Catalogue everything students said about what they would have done. Then ask, "What right do you have to intervene in another's life?"

2. Would counseling actually have helped or harmed Mahatma?

3. What should the counselor consider to prevent harm?

   Points to raise:
   a. developmental consideration
   b. right to fail
   c. non-authoritarian approach
   d. getting to know the client beyond surface appearances

Summation:

a. People have the right to fail

b. Much good development occurs without the assistance of well-meaning counselors.

c. "Good" counseling might have helped him achieve greatness sooner.

d. "The fire that melts the butter also tempers the steel."

e. Be careful about advising people on "unrealistic choices."

f. Get to know, really know, those whom you are attempting to help.

Based on an article by:

Clyde Gleason "How Revealing Are Case Histories?" Vocational Guidance Quarterly Winter 1955-56

Adapted by John Hartz

CAREER GUIDANCE AND COUNSELING

Unit I: Background and Issues in Career Guidance Programming

Lesson 2: "Goals and Rationale for Career Guidance Programming"

Background:

Students in training to become school counselors frequently lose sight of the goals of a career guidance program as they become enraptured with the individual counseling interview process. If, when they go into the school, they are to establish Counseling and Guidance as a program rather than as a series of tag-on ancillary services, they need to be able to explicate acceptable program goals. They also need to be able to define and interrelate the services they will provide in light of these goals.

Instructional Goals:

The purpose of this lesson is to:

1. Assist students in explicating goals for a career guidance program.
2. Assist students in relating guidance services to program goals.
3. Provide students with the opportunity to critique a reading in which the author attempts to explicate program goals and interrelate services.

Class Activities:

Begin by telling the class that you are a principal in a new school. You are currently hiring staff. You don't know whether to add a Math teacher or to hire a guidance counselor. Tell them that it is their job to convince you that a counselor could be of more value to students than another Math teacher.

Try to solicit a goal statement from them. Questions that might be helpful include:

1. How would students benefit from having a counselor?
2. What do you hope to achieve with students?
3. How would your services benefit the school?

If students answer that they would help students adjust or adapt ask: "Is this really the goal of guidance? To what do we have them adjust?" As Allport puts it:

> A head-hunter society demands well-adjusted head-hunters as citizens, but is the deviant in this group who questions the value of decapitation necessarily an immature human being.

If students answer that they would help students acquire a "sense of well-being", Ask: "Is this really what we are trying to promote? If so, why not pass out joints--they make people feel good and they are cheaper than guidance services." Attempt to get them to explicate ultimate goals; e.g., maturity, fully functioning. . .

Once goals are explicated, attempt to have students describe how guidance services can be utilized to promote these goals. "What is it that guidance services can specifically provide to assist students in moving toward maturity?"

Once students have addressed and discussed guidance objectives, attempt to have them relate each of the guidance services to these guidance program objectives.

When the above interaction is completed, pass out "An Individualized Approach to Career Counseling."

After they have had a chance to read this, discuss their reactions to it:

1. How do the goals stated in the reading compare with those they established?

2. What is their reaction to the programmatic focus espoused?

3. Why is a programmatic focus important?

4. Is it possible to provide individual attention given the time and resource constraints the school counselor faces?

Alternate Lesson:

Instead of you role playing the administrator, students could be paired with students in educational administration for the same purpose. The future administrators could be prepped to grill the future counselors on what they hope to provide and how they plan to provide it.

Follow-Up:

Students should be encouraged to develop/write career guidance models/ programs which include:

A. Goal statements;

B. Services or functions to be performed to acheive goals;

C. Techniques and procedures to be used relative to each service/function.

In developing models/programs, students might use the resource guides presented in the previous section (Career Education). In addition, the Supplementary Media Guide might also prove helpful. In constructing such models/programs students should at least peruse the readings which supplement the lessons in following units of this section.

CAREER GUIDANCE AND COUNSELING

Unit I: Background and Issues in Career Guidance Programming

AN INDIVIDUALIZED APPROACH TO CAREER COUNSELING

We have just celebrated, and in a sense rededicated ourselves to, the principle which is basic to our democracy—that all individuals are created equal, and that each is endowed with the unalienable right to make the most of his/her life.

As a nation we have often failed to adhere to this central guiding principle of democracy. In recent years many within the profession of counseling and guidance have all but ignored it. Evolving as we have in a period of psychological probing into both normal and abnormal behavior, and with a basic dedication to right all wrongs and make the way easier for the maladjusted, the field of guidance and counseling made a twofold error. It overemphasized the remedial task, and it basically ignored the greater task That task, according to democratic precept, should be *the promotion of healthy growth and development in the great majority of our school youth.*

A recent thrust to remedy our former lack of concern for the majority of students has led to group guidance programs which seek to reach all. Though highly commendable in many services, especially in disseminating information, the emphasis upon *all* students has led to a neglect of *each* student, and in many cases the essential focus on the individual has been lost.

The importance of the merchandise we have to offer all students in career guidance is unquestioned and we feel that *all* students should receive it. We should also feel the necessity to work developmentally with *each* individual. Our wares are too important to deny special delivery to those who may need them most.

Let us look at the developing field of career education and at the rationale behind our feeling of confidence about the services we have to offer.

Career Education: Definition of Terms and Background Perspective

When we hear the word career we usually think of it in the narrow sense as the occupational pathway or pathways we pursue. In this context career education would place primary, if not complete, emphasis on preparation for paid employment. This in fact was the early emphasis in the genesis of the career education movement.

In the late 60's and early 70's when career education in its modern sense was born, educators were heavily criticized for failing to prepare young people adequately to assume employment roles. Obviously in a work culture such as our own, preparing people for employment must constitute part of the task of preparing young people for life.

This employment preparatory function has long been recognized. As far back as 1918 it was identified as one of the "Seven Cardinal Principles" toward which educators were to direct their

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Excerpt from An Individualized Approach to Career Counseling and Career Placement efforts. This function was to assist students in developing "vocational competencies" so that upon leaving school they would be able to assume a meaningful role in the marketplace.

The late 60's, however, were marked with high unemployment particularly among youth. The period was characterized by students apparently dropping out, copping out, and repudiating the traditional work ethic. Studies also showed there was a rising discontent among workers with work roles. Many laid these ills at the doorstep of the school. Schools were viewed as failing in their employment preparatory function, a critical function in a society based upon the work ethic.

Belatedly educators realized that problems in career education were both chronic and endemic. It was not that the schools had failed, it was society which had changed into a post-industrial technocracy. Automation, cybernation, and accelerating change had altered work tasks and had eliminated jobs.

During the throes of these changes efforts were made to assess the knowledge and the needs of students. The conclusions reached in a number of studies are summed up by the authors of one of the major surveys:

> First and foremost, we find student-expressed need for help with career planning in sharp contrast to the amount of help students feel they have received. This discrepancy is reflected in what students have (and more often, haven't) done to prepare for the difficult career decisions they face. Lack of knowledge about the world of work and the career planning process also testifies to their need for help. Considered together, we believe these three vantage points for viewing student career development provide a consistent and dismal picture. If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded. (Prediger, Roth and Noeth, 1973, p. 33).

As schools accepted this charge and sought ways to help students in their relationship to the world of work, the scope of the task greatly expanded. With the urging of Sidney Marland and the United States Office of Education, educators began to redirect their efforts at "career education," a means by which the school could better prepare people for a career. But first, a definition of career was needed.

In attempting to define what was meant by career and the role of the school in preparing young people for a career, the concept lost its earlier exclusive focus on employment and preparation for employment. For some career educators, career became synonymous with life. Others talked not of career education, but *careers* education. To them students must be prepared not only for an occupational career but for other careers as well. Career preparation became synonymous with the preparation for the roles we must play in American society. Thus we have a citizenship career, a moral career, an aesthetic career, an avocational career, and so on. And the school must assist the student by preparing him/her in assuming these various roles.

The rationale behind this expansion of the career concept is several fold. First of all it is tied up in our definition of work. Work has been defined in numerous ways. For many, work refers to those activities which are done for pay. This definition, however, excludes much meaningful activity. For example, it excludes the activities of homemakers, students, and community volunteers. Viewing these activities as work requires a much broader definition. The one which we like best is that of Hoyt who defines work as "any conscious effort of benefit to self or others." Accepting this definition requires the inclusion of many added activities under the aegis of work such as leisure activities, citizenship activities, and so on.

An additional reason for expanding the definition of career rests with the knowledge that our occupational career, particularly in this society, is often the synergistic force which gives our life its focus. Our occupational career determines where and how we live; it influences our non-job pursuits and our leisure activities; it influences how others perceive us and our behavior. Perhaps most importantly our occupational career influences how we perceive ourselves—our attitudes, values, and beliefs. Thus inevitably our occupational career has impact and influence upon our other "careers."

A third reason for addressing career in a broad sense is that the knowledge and skills necessary for competency in our occupational career are also necessary for competency in our other careers. This is particularly true with the personal process skills. The decision-making, problem solving, and self-understanding skills needed for competent assumption of our occupational role are equally important for assuming other life roles as well.

Career development in the broad sense then, is synonymous with life development. Development is something which happens regardless of school intervention. However, the goal of education is to promote or facilitate development. Using career in the broad sense means that career education becomes education to promote career or life development. As geared to promoting life development it must, of necessity address social, emotional, psychological development together with vocational development.

The Goal of Career Education

To promote development requires a sense of purposefulness, a sense of directionality. Toward what goals are we to promote growth and development?

To answer this requires some conception of ultimate, or ideal human growth and development, some guideline or beacon for directing our action. In other words, what qualities and competencies should people ultimately possess when fully functioning or at full maturity?

Within this culture there is no universal definition of maturity or of what characteristics the mature person possesses. However based on Allport's study and research there is a consensus of value judgements in Western culture of what constitutes maturity. He gives six descriptive statements of the mature personality. In his terms the mature person will:

1. have a widely extended sense of self

2. be able to relate warmly to others in both intimate and non-intimate contacts

3. possess a fundamental emotional security and acceptance of self

4. perceive, think, and act with zest in accordance with outer reality

5. be capable of self objectification, insight, and humor

6. live in harmony with a unifying philosophy of life

(Allport, 1965)

Although the school cannot be held accountable for bringing each student to maturity, the school can and must provide students with experiences that aid in the development of competencies and skills needed to move him/her in that direction.

Routes to maturity. Accepting as a goal orientation the characteristics of maturity which Allport delineates, the school needs a conception of the routes through which people move to achieve those ends. What knowledge, skills, and experiences do people need at different stages in order to move toward development?

Here again, there is not uniform or absolute agreement among developmental specialists. Various psychologists and sociologists have explicated theories of development. Among these is one developed by Havighurst which appears to be usable by school staff.

Havighurst (1953) provides us with a model based upon the developmental tasks each individual must master in moving toward maturity. The model specifies tasks placed upon us by human need and by the culture in which we live. The tasks are identified with six stages of life. Successful performance is made possible by mastering each prior set of tasks. The six developmental stages Havighurst identifies are:

a. Infancy and Early Childhood (birth–6 years)

b. Middle Childhood (6–12 years)

c. Adolescence (12–18 years)

d. Early Adulthood (18–35 years)

e. Middle Age (35–60 years)

f. Later Maturity (60 years on)

The stages of particular concern to school staff are those of Middle Childhood and Adolescence.

- Middle Childhood Developmental Tasks

  Learning physical skills necessary for ordinary games
  Building wholesome attitudes toward oneself as a growing organism
  Learning to get along with age-mates
  Learning an appropriate sex role
  Developing fundamental skills in reading, writing, and calculating
  Developing concepts necessary for everyday living
  Developing conscience, morality, and a scale of values
  Developing attitudes toward social groups and institutions

- Adolescent Developmental Tasks

  Accepting one's physique and accepting a masculine or feminine role
  New relations with age-mates of both sexes
  Emotional independence of parents and other adults
  Achieving assurance of economic independence
  Selecting and preparing for an occupation

Developing intellectual skills and concepts necessary for civic competence
Desiring and achieving socially responsible behavior
Preparing for marriage and family life
Building conscious values in harmony with an adequate scientific world-picture

(Ruch, 1967, p. 102)

Our cultural standards and our own psychological needs are clearly deeply involved in the attainment of the developmental tasks. The school cannot provide all the experiences needed for achievement, but it can delineate experiences which will help students to acquire knowledge and skills needed for task achievement.

The Role of Guidance

In order to facilitate task achievement the different services of the school—instruction, guidance, and administration—have separate but complementary functions to perform. First of all, to achieve task mastery students need to acquire knowledge and skills necessary to manipulate outer reality. Secondly, they need to integrate this knowledge and skills into a personal context.

The school's instructional service is charged with giving students the experiences necessary to achieve academic, vocational, and technical skills, or knowledge of the outer world. The counseling and guidance service provides students with opportunities to acquire skills in self understanding, interpersonal relations, planning, and decision making. In other words, counseling and guidance helps the student to process knowledge of the outer world into personally meaningful terms.

Integrating knowledge into personally meaningful terms is crucial during adolescence when the individual must both define his/her individual identity and begin making personal decisions which will lead eventually to economic independence. The school counselor by way of training is more prepared to assist individuals in developing the skills associated with the developmental tasks of adolescence than he/she is in helping students during any other stage. In other words, the counselor receives specific training in assisting others develop skills in self understanding, coping with adversity, and decision making—the skills needed for successful task achievement during adolescence.

Considered in another light those tasks associated with adolescence are essentially related to the assumption of independent status within this culture. These tasks can be further transposed into key decisions which the individual needs to make in preparation for adult status. These decisions are:

a. What he/she wants out of life

b. What he/she wants out of an occupation

c. What he/she has to offer for what he/she wants (including what he/she is willing and able to acquire)

d. What is available to fulfill what he/she wants.

To make choices in resolving these core decisions a student needs preparation regarding the outer world, in other words a knowledge of the world of work and resources. He/she needs basic academic, vocational, and institutional utilization skills; and in addition, preparation in personal process skills of planning and problem solving, decision making, interpersonal relations, and self understanding.

The choices outlined above are those that each student must make. Each student thus has the right to receive assistance in, and preparation for, making these choices. Providing this assistance is a function of each of the school's services—guidance, instruction, and administration. While each service performs separate but complementary functions these services at times overlap.

For example, while making a choice is of necessity a personal process, acquiring basic information upon which to base the choice does not necessarily have to be acquired in an individual setting. Providing knowledge requisite to decision making can be accomplished through group instruction when students have informational needs in common. In such instances career information can often be infused into the curriculum.

Current State of the Art

Much of the blame for the state of "hunger," "undernourishment," and "retardation" used to describe student career development by Roth, Noeth, and Prediger (1973) was laid upon the counselor's doorstep. This was perhaps due to the traditional association of the counselor's role with vocational and educational planning and decision making. Roth et al. not only concludes that the counselors were at fault but went on to state that the reason for their failure was employment of the one-to-one counseling model. This they concluded was no longer viable because through it only a few students could receive assistance.

Emergence of the "systems approach." Conclusions such as those reached by Roth et al. have led to efforts to redefine and redirect guidance and counseling services toward greater attention to an employment preparatory function and toward increasing the number of students served. These programs through use of the "systems approach" have attempted to adopt a new so called scientism.

They start with program goals and standards. They assess students in terms of these standards and then define student needs as the discrepancy between standard performance and assessed performance. They establish program objectives, inventory resources and methods, and then select methods and techniques to use. They then implement what is selected, monitor the programs, and feed back the results.

Examples of such programs include:

- Developing Career Guidance Programs (1975), American Institutes for Research
- The Career Planning and Support System (1976), The Center for Vocational Education
- The Comprehensive Career Guidance, Counseling, Placement, and Follow-through System for Rural Schools of which this is a part, also includes a similar component for organizing and implementing a program.

The rationale for systems programming includes the following assumptions:

1. All students need and have a right to career guidance services
2. Choice and adjustment can best be promoted if a school staff works proactively and developmentally to prevent problems

3. All school personnel K 12 must work in collaboration to promote the healthiest career growth and development

4. The systems approach to organization and implementation is the best means to assure that all students receive services in a programmatic fashion

In essence programs modeled on the systems approach give step-by-step procedures for organizing and implementing a group career development program which can reach all students via curricular infusion. There is hard evidence that all students have not received the benefits of assistance in career planning and decision making in the past. The systems approach is geared toward remedying this deficit. If the systems approaches are effective in this aim, the results must be lauded. However, in an effort to reach *all* there appears to be the danger of neglecting *each*; of failing to provide the individual attention which is central to the guidance orientation.

Career Counseling: A Needed Individual Approach

Systems programs are based on group assessment in terms of group standards. Group or common needs are then addressed through group or common procedures. While students may have needs in common, individuals also have unique needs. Furthermore, while common needs may be met through common means, they may not be met as well. No two students learn at the same rate or reach identical learning levels except in the very simple learning processes. The systems approaches do not account for, or provide for, unique needs or learning styles.

Group approaches and group procedures are sometimes effective. Certainly such approaches are more economical and sometimes students can learn about careers and even personal process skills in group settings. Career information can be infused into classroom subject matter. For example in mathematics, one or two individuals in the class may be helped in making a vocational choice while others in the same class become aware of advantages or disadvantages of that field. Also, all students need to know about major labor market trends and need to be stimulated to make a thorough examination of occupations they choose to enter. Sometimes these things can be accomplished through curricular infusion procedures. When this happens guidance goals are reached with greater economic efficiency. Systems programming is an excellent means for organizing, implementing, and monitoring such group approaches.

What the systems approach cannot do is assure that the individual student has gained in self-understanding and the crucial life skills of problem solving and decision making. Generalized group procedures are uncertain in the individual case. Such approaches may or may not have impact on individuals within a group. It is the counselor's task to provide the necessary individual assessment and attention students need.

The fact that systems approaches to career guidance have failed to include an individualized component, is perhaps an over-reaction to the therapeutic approaches of the past which require such extensive personal contact. However, not all those who emphasize the critical need for individual counseling operate from a therapeutic or remedial model in which long-term, one-to-one interaction is necessary. Many counselors operate from a proactive preventive model with a central focus on the individual.

One-to-One Counseling, A Tool for Individualization

Those following a proactive preventive model do so on the premise that the counselor with expertise on healthy growth and development can bring about this growth and development if he/she knows the student well and solicits assistance from significant others in the student's life. One-to-one counseling is a tool used to help the counselor get to know both the individual and the individual's unique needs as well as a means to provide need resolution. To repeat the key point—students have needs in common, but they also have idiosyncratic needs which require unique attention and it is the provision of this personal attention which is counseling's reason for existence.

Only within the counseling service are students provided the opportunity to sit down, and interact with a trained listener who can help them make sense out of their personal world. Such an opportunity is becoming increasingly important. This is an age when technological change creates a fluid job market and escalating choices as well as shock waves which result in social and psychological problems. To remake the counselor into a curricular specialist charged with infusing vocational information into group settings would deprive students of the opportunity for personal interaction.

Student naivete regarding the world of work cannot be laid solely on the doorstep of counselors nor be credited to failure of one-to-one counseling. Since the early forties, few counselors have seen their primary mission as supplying occupational or vocational information to either individuals or groups. Those counselors operating from salvage and repair models have little cause to use information except as a tool for remedial action. Those counselors operating from developmental models in which vocational development (along with social, emotional, personal, and intellectural development) is of concern, may view information as more important than do their therapeutically-oriented counterparts. However, information is not their primary goal. For the developmentally-oriented counselor, facilitating individual process skills in self-understanding, decision making, and problem solving is central. To achieve these skills students require an information base but the supplying of information is primarily an instructional function which others, as well as the counselor, might perform.

Almost no one in counseling or in counselor education advocates using the counseling interview to dispense information. Rather, the counseling interview porcess is one which is used either to enable the counselor to get to know the student in order to coordinate the activities of others on the student's behalf, or else it is used to promote change or learning on the part of the student.

Components of a Career Counseling Program

The need to address career development concerns does not and should not require the demise of individual counseling. What is needed, and what this program attempts to achieve, is a compromise between what appears to be polar positions in the field—one representing therapeutic counseling and the other essentially doing away with counseling and infusing a group systems approach. The middle position taken in this program is intended to adopt and adapt the best from each approach.

The total *Rural America Series* attempts to fill this void.

A systems component is included to provide all students with appropriate external experiences. This would utilize various school, community, human, and physical resources. This could be termed a *career development* component which would encompass the collaborative efforts of all staff to provide developmental experiences for all students after common needs are identified. It emphasizes group situations and group methods.

This component, *Career Counseling in the Rural School,* is designed to address the individual needs of students. It is based on a personalized approach wherein the counselor with the help of others attempts to aid *each* student in personally processing external experiences. The Career Counseling handbook focuses on the work of the counselor as he/she attempts to facilitate unique development based upon a solid understanding of individual need.

Rationale for Career Counseling

The rationale behind the career counseling program rests with the belief that counseling is the heart of a career guidance and counseling program. Counseling, as we define it, is the one-to-one, face-to-face interaction between the counselor and the counselee. This approach incorporates the view that while people do have developmental needs in common, development is a personal matter. Some one person must accept responsibility for assisting the individual in analyzing personal problems. To such situations this person must bring particularized knowledge of the individual in order to help with developmental needs. Furthermore this same person must be ready and able to adopt or adapt techniques and methods to fit the manifest needs of the individual. The assumptions undergirding this position include:

1. While students have needs in common with one another, they also have idiosyncratic needs.
2. While students may have needs in common, common means may not facilitate need achievement in the individual case.
3. School guidance and counseling programs have a responsibility to meet the unique needs of each student.
4. Idiosyncratic needs frequently cannot be met through group offerings or curricular infusion but require personal attention.
5. The idiosyncratic needs of each student can be addressed on a one-to-one basis even with current limited counselor time and resources.

Each of these assumptions requires some further explanation. The fifth requires the development of a program which takes into account what is known about the counseling process and what is known about the "typical" time and resource limitations that counselors encounter.

1. While students have needs in common with one another, they also have idiosyncratic needs.

In the aggregate, American people have much in common—a common heritage and culture. American students for the most part enter and complete public schooling at a common age. Consequently in this culture when we study human growth and development we note commonalities among those in the aggregate—commonalities in need, in growth, in personality problems and so on. Developmental principles are derived from these commonalities. Thus we can say much about human growth and development "on the whole," "on the average," "other things being equal." In terms of the aggregate, growth and development can be predicted with mathematic precision.

The individuals who comprise the aggregate, however, remain inscrutable, an insoluble puzzle. For example, to know that ninety percent of those scoring at or above a certain score will succeed in college does not enable us to conclude that Johnny who scored above that point will succeed. It does not even allow us to say that Johnny has a ninety percent change of succeeding. Laws of probability do not apply in the individual case. All we can say is that either Johnny will succeed or he will not. Only if we really knew Johnny would we be able to predict for him. This prediction would have nothing to do with the statistical forecasting which is appropriate for the group.

This kind of situation has profound implications for the counselor. Aggregate predictions can be utilized to promote group development. However, if we are concerned with each individual's growth, this cannot be based upon a group analysis. It must be based (as in Johnny's case) upon knowing each person well and then adapting and adopting methods and procedures to promote his/her unique growth and development.

2. While students may have needs in common, common means may not facilitate need achievement in the individual case.

There are a number of modalities by which individuals learn—reinforcement, insight, association, modeling, and so forth. While there is some evidence that learning modalities change with development or change chronologically, people who have a need to learn the same task may or may not be able to learn it through the same method. For example, a number of programs have been designed to assist people attempting to stop smoking. Some are based upon reinforcement, others on fear or punishment, and still others on insight. Each has had some success and some failure. Compared to learning effective decision making or problem solving, learning to stop smoking is a simple task.

The crucial point is that a learning modality appropriate for one person may not be for another even though the behavioral change or correlate desired is the same. This fact is important to the promotion of career development. A curricular infusion technique might be most effective in promoting development on the whole, but be totally ineffective as a learning technique for particular individuals within the group.

Whether dealing with simple or complex tasks, the ideal teaching learning model is one-to-one. Nevertheless, because of economic considerations, group procedures must be utilized for certain learning tasks, preferably simple ones. The learning tasks associated with the mission of guidance not only are complex but are of a personally critical nature. The failure of any number of students to be able to solve quadratic equations or remember historical dates cannot be compared to the failure of a few students to be able to make sound vocational and personal choices. The consequences of failure in the usual school courses is relatively unimportant when contrasted to the possible impact that decisions unsoundly made might have on their daily adult life. Rehabilitation or retraining of those who have made unfortunate personal or vocational decisions is an arduous task at best.

Thus the subject matter of guidance cannot be left to happenstance learning in a group situation. The vital nature of decision making based upon self understanding mandates that each student also receive specialized professional assistance.

3. School guidance and counseling programs have a responsibility to meet the unique needs of each student.

If we view schools as agencies of the larger social order, then they must facilitate the accomplishment of goals of that order. The nation's commitment to democracy promises all individuals the right to actualization of potential. This fact, and Allport's position that uniqueness is the quintessence of humaneness, mandate that some person or program within the school be responsible for facilitating individual development. Historically this responsibility has been given to the guidance and counseling program.

4. Idiosyncratic needs cannot totally be met through curricular infusion but require personal attention.

Although students have needs in common, each person is unique. Each has a unique pattern of development; comes from a unique environment; and has unique concerns and problems. Kluckhohn, Murray, and Schneider (1953) put the matter in a different but similar way when they said:

> Every person is in some way—(a) like all others (universal norms); (b) like some others (group norms); (c) like no others (idiosyncratic norms).

Universal norms are those which relate to people in general regardless of culture. When we say that Johnny is short, we are comparing him with the general population of humans. At the same time, universal norms shade into group norms. Here we talk of what is "typical" within a particular culture or subculture. If, for example, we say the television personalities Laverne and Shirley are typical of a particular midwestern group of women during the 1950's, we mean that they have qualities similar to those of the group to which they are being compared. Idiosyncratic norms are those we set up for people after we really get to know them—our own expectations. For example, if after we have gotten to know Johnny he behaves differently from what we expect, we say, "he's not himself today." To know Johnny, we have to gain access to his individually prescribed norms.

When fostering individual development is a goal of guidance programs, procedures must be utilized that permit access to each student's idiosyncratic norms. This requires the counselor's intimate personal encounter with each student.

5. School counselors can address the idiosyncratic needs of students on a one-to-one basis.

Typically, the school counselor is faced with a student-counselor ratio approaching 400:1. Furthermore, most counseling techniques are based upon or were developed in clinical settings and are appropriate for long-term one-to-one interaction. Only a few students can therefore benefit from the counseling services offered. To operate from this paradigm violates one of the root assumptions addressed earlier; namely, that each student has a right to services. To do away with it would violate other tenets of a program; namely, that each person has idiosyncratic needs and a right to help regarding those needs. Modification of the paradigm appears to be the most viable resolution. If we take into account all of the counselor's training together with what is known to be special about the school environment and students, a modified individual approach can be feasible.

Adapting the Counseling Process

The first thing which requires consideration is what the counselor is specially trained to offer. In toto, it appears that through training counselors are most adequately prepared to deliver one-to-one counseling services. However, because of the heavy emphasis in theories, skills, and techniques adopted from clinical practice, this training is primarily appropriate for counseling of a long-term nature. Thus for the school counselor who has a responsibility to serve each of approximatley 400 students, it is placed within a programmatic context. (The foregoing statement is not made to derogate counselor educators. Most counselor education departments have many students who are in training for practice in non-school settings. The more clinical approach is thus very appropriate for them. Furthermore, limitations on staff and budget do not permit differential training according to student employment goals.) With a few modifications the acquired skills can readily be adapted to the school's mission to serve each student, and to the special nature of the school environment.

Based on what is known from clinical research and practice, the counseling relationship can be viewed as encompassing two phases—an inward phase during which rapport is established and the problem or task is brought into focus and an outward phase during which resolution to the task or problem is brought. In clinical settings, accomplishment of both phases is sought through the one-to-one process. In the clinical setting, counselors are working with people with whom they have not had prior contact. Moreover, they are usually working therapeutically; that is, they are trying to bring about major psychological or emotional change on the part of the client.

In contrast, the school counselor works within a system, a communications network, wherein both the counselor and the counselee have prior knowledge about each other. Also, unlike the clinical setting, the school counselor is trying to facilitate positive growth and development rather than salvage and repair of the wayward. Both this developmental focus and working with prior knowledge of the client alter the one-to-one counseling process in both Phase I and Phase II.

During Phase I the clinician is attempting to get to know the client and help the client get to know him or her. The clinician is also attempting to create a climate of trust so that the client will focus on or reveal the problem or task. This all must be done on a one-to-one basis starting from scratch.

In contrast, in the school the counselor and counselee have a head start. They already know each other. Rapport may already exist. In developing rapport, whether in a school setting or in a clinical setting, the counselor is attempting to convey warmth, genuineness, and acceptance. The clinician can only do this in the time available while interacting with the client. In contrast, the school counselor can convey this on a daily basis by the way he or she lives and acts within that communication system. While Phase I may encompass two or three sessions for the clinician, the goals of Phase I can readily be achieved by the school counselor during a single contact.

Further differences are apparent when Phase II is considered. This is the period when problem resolution is achieved, the counselee changes, or at least change by the counselee is sought. This change could range from new or different perceptions of self to overt behavior. Because we are talking about changes, the terminology learning or relearning can be employed. In facilitating learning, the clinical counselor utilizes himself or herself as the instrument of learning. This consumes much counselor time, five to ten hours at a minimum. Thus, if the school counselor is to serve all students, this mode of using self as an instrument of learning cannot be employed. However, the school counselor can use other instruments to promote learning, both other people and other things. Thus the school counselor can utilize the one-to-one process to establish rapport and focus on the task and then use other procedures than the one-to-one process to achieve task resolution. Using this approach the school counselor can provide service to each student within the time and resource constraints imposed by the school setting.

To operate under this paradigm requires organizing counseling in a programmatic fashion. The career counseling component of the *Rural America Series* attempts to provide both a content and a process for providing individual counseling to each student. It focuses on the ongoing services the rural counselor can provide programmatically. It starts with a goal statement and shows how each of the services interrelate. It also accounts for the time and resource constraints which the rural counselor faces.

While the career counseling component is contradistinct from the career development group program (systems approach), it necessarily relates to it. The group program focuses on provision of development experiences for all through curricular infusion. The career counseling program focuses on the ongoing activities of the counselor in working with the unique developmental needs of each student. Sometimes the lines between components cross. The division between the group and individual programs is certainly not absolute. Both, in fact, are attempting to promote the same ends; what changes is the means and the focus.

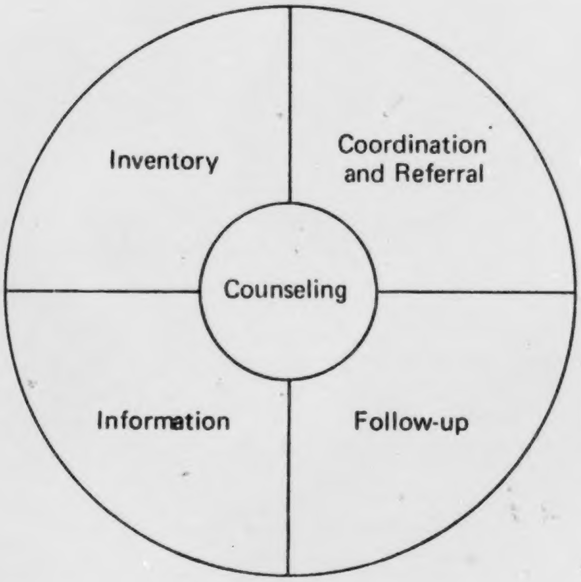
The specific procedures and techniques presented in the Career Counseling Program are based both upon our assumptions about young people, how they grow and develop, and how we believe the counselor can best facilitate that growth and development. Many times these views are at odds with other points of view in the counseling field. In each case, an attempt is made to present the underlying assumptions and the reasons for the judgments that were made. Because the mission of guidance is service—serving the developmental needs of individuals—a services orientation is taken. The services covered include the counseling interview service, the individual inventory service, information service, coordination and referral service, and the follow-up service. Placement, which also traditionally has very frequently fallen under the dominion of the guidance program is not included in the career counselor's guide, but is covered in Section II of this publication in an expanded fashion.

Overview of the Career Counseling Program

Traditional guidance services comprise the elements of the career counseling program—Individual Inventory, the Information Service, the Coordination and Referral Service, the Evaluation Service (Follow-up), and most important, the Counseling Interview Service. The diagrammatic perspective of a wheel illustrates the relationship between these services.

Figure 1

Relationships Between Services in a Career Counseling Program



The counseling interview service, the hub of the wheel, is the one-to-one, face-to-face interaction between the counselor and counselee. The individual inventory service includes those techniques and methods other than counseling but including testing by which the counselor gets to know the individual counselee. The information service includes, supplying vocational, social, and personal information to the counselee. The referral service includes the coordination of efforts of others on behalf of the counselee. The follow-up service involves longitudinal evaluation, the "what happened then" to the counselee.

The model of the wheel clearly shows the relationship between the services making up the program. Eliminating any service breaks up the symmetry. Without individual counseling the wheel collapses. The key to maintaining its shape is interrelating each of the services in line with the program goals and within the time and resource constraints faced by the school. Below are capsule descriptions of each service in the program as they interrelate. The program is published in detail in *Career Counseling in the Rural School.*

Program Goal

A firm goal orientation is needed prior to adopting any program. In other words, the first question to be answered is: What do you hope to achieve through a counseling program? Earlier we stated that the total program goal was to promote individual student career development. This is just a start. Counselors must also clarify what skills students should have to accomplish developmental task achievement, and what they can do to facilitate skill acquisition. The personal skills most often cited as student-centered goals by leaders in the field and also those which by training counselors are most capable of facilitating include self understanding, decision making, and problem solving. If facilitating the development of these process skills is the goal of the program, a decision must be made about how this shall be done.

First of all, because of the uniqueness and complexity of the individual, the counselor must work on an intensive basis with each student. However, because of the time and resource constraints, counselors very obviously cannot hope to achieve these goals working in a solitary fashion. Consequently they must work in coordination with others. Working with others, even aside from the time constraints is best because people more potent than the counselor in their influence on the individual can be utilized as instruments of learning.

If the counselor plans to utilize other teachers, administrators, parents, peers, then it is mandatory that the counselor establish a sound communication system within the school. The counselor's role must become one in which he or she works intensively with the individual in an effort to gain an understanding of that individual and communicate that understanding to potent others in the individual's environment. Through this communication and subsequent planning, specific procedures and techniques can be employed to meet the unique needs of each person. It must be kept in mind that the lines of communication must flow not just from the counselor to significant others, but from significant others to the counselor. This is critical if the counselor is to attempt to really get to know each student with whom she/he is working. Thus, open and free communication is the essence of a sound program of counseling services.

Counseling Interview Service

Counseling as defined earlier is the face-to-face interaction that takes place between the counselor and counselee to foster positive growth and development rather than focusing on therapy or crisis intervention. While the impact of school counseling can be therapeutic, this is not its main mission. Unlike clinical counseling, school counseling is predicated on prior activities and experiences which are also designed to facilitate developmental goals. Because of these differences, school counseling logically should be based upon counselor initiated sessions. By so doing the counselor can better serve the needs of each student. An organized call-in counseling service, predicated on prior experience and expressed need by clients as part of prior experience and followed by coordinated development experiences, can be handled within the time framework provided in the school and yet permit time for self-initiated service as well.

Given the proper backdrop of prior experiences through these counselor-initiated sessions, the students should come to know counseling as a means to communicate questions, examine issues, make decisions, solve problems, and lay plans for the future. These should and can occur in the limited time allotted if well organized and well timed.

Career Counseling in the Rural School delves into the counseling process feasible for this program and provides a model organizational schedule.

Individual Inventory Service

The individual inventory service consists of those techniques and procedures other than the counselor interview, designed by the counselor, which help the students learn how to think about themselves while other people learn how to think about them more effectively. The procedure includes those which:

a. provide the counselor with information about the student which the counselor then interprets back to the student and to others (e.g., tests and inventories);

b. provide the student with insights into self and stimulate thinking on specified topics but do not provide the counselor with information unless relayed by the student; and

c. both stimulate the student in thinking about self and concomitantly supply the counselor with information.

In essence the inventory constitutes preparation for counseling. In a call-in program, the quality of the counseling received is contingent on the quality of the inventory program. Moreover, this service is critical to the adequate performance of other services as well.

An adequate inventory service involves five essential steps:

1. Activities designed to generate and secure ideas and information concerning the individual student from various sources—student behavior, performance, and point of view; information from parents, faculty, and others.

2. Collecting, assembling, ordering, digesting, integrating the above.

3. Interpretation, assigning meaning to appraisal data.

4. Feedback of information and interpretations to those who generated it, resulting in both validation and modification of points of view.

5. Follow-through activities. The various functionaries in the student's school life modify plans and actions on the basis of steps 1-4 on the previous page.

(Sanborn in Farwell, Gamsky, and
Mathieu-Coughlan, 1974, p. 35)

In carrying out these five essential steps the counselor does not operate willy-nilly. Information is only sought and collected with the intent of communicating it both to the student and to those in positions to assist the student. In other words, it is collected programmatically, to be used to promote the individual student's well-being. Furthermore these activities are not initiated at crisis points or when the student is in trouble but are inaugurated and sustained throughout the school years. Consequently they can constitute a moving record of each student's development.

This longitudinal moving picture is critical to successful promotion of individual growth and development. It provides the ground for the current behavior. It allows the counselor to note continuities, disruptions, and other facets of behavior, and his/her knowing each student. Furthermore, it provides a data base by which teachers and other school personnel can better address the needs of both individuals and groups. These activities keep counselors in touch with each student and allow for stimulation of student thinking in line with what is considered essential for adult life role assumptions.

In the career counselor's guide some techniques and procedures for obtaining inventory data are provided.

Information Service

Through the information service the counselor attempts to provide students with the educational, social, and occupational information requisite to effective decision making. In the early history of guidance the information service was viewed as being of ultimate importance. With the advent of the mental health movement and the rise of non-directive counseling, the dispensing of information was relegated to a secondary or tertiary position. Consequently many practicing counselors are inadequately prepared to deliver this service. In addition, as the marketplace has drastically changed and technology has repeatedly displaced workers, occupational and educational information adequate to effective future planning has become more difficult to deliver.

With the recent economic downturn and increased unemployment of youth, counselors are being called into account for failures in this realm. Through federal research monies, added emphasis is being placed on those aspects of counseling formerly labeled vocational counseling. The information service is among these, and rightly so.

Accurate information is critical to effective decision making. Counselors must make sure that decisions are based upon sound information. The former client-centered approach of deciding to have students search for answers to their questions without help has been shown to be both ineffective and irresponsible. First of all, much of the published information is inaccuracte, misleading, and obsolete. Additionally, much of the needed information is not in print. In the words of Robert Hoppock (1967), "To turn the unsuspecting client loose in even the best library of occupational information is a little like turning him loose in a drugstore to write and fill his own prescription."

Information must be supplied to students for two general purposes—exploration and decision making. The counselor's role in providing information depends upon which way student are using the information. In the exploratory mode the primary role of the counselor is to see that accurate, up-to-date information is available and accessible in ways which enable students to understand it from their perspective. Here counselors must develop a student centered filing system and work with both the librarian and teacher. To aid students in the decision-making process, the counselor must be able to gain personal access to information and know how to use it in the individual case.

No counselor can know all there is to know about occupational or educational information, especially in an ever-changing marketplace. However, to serve students adequately, counselors must at least know the bare essentials. These essentials include:

a. where former students and dropouts got their first jobs;

b. the principal employment opportunities in the community and immediate locale; and

c. what occupations are being considered by students (Hoppock, 1967).

Relative to the above, the counselor should know all there is to know about:

a. the occupation, industry, or company which employs the largest number of former students;

b. the occupation, industry, or company which employs the largest number of people in the locale; and

c. the occupation, industry, or company which is being seriously considered by the greatest number of current students (Hoppock, 1967).

In addition to the foregoing, counselors need to know where to obtain information, how to appraise it, how to file it, and how to use it in a variety of situations. Part of this program includes specifics on each of the above and presents capsule descriptions of current mechanized and computerized information systems.

Coordination and Referral Service

A program which requires counselors to serve each student further requires that they work with and through others to attain counseling goals. In this effort, counselors bring the knowledge of the individual gained through inventory and personal counseling to bear on facilitating the individual's growth and development. Put succinctly, the counselor must assist all those concerned, including the student, in knowing each student as well as possible so that a coordinated effort can be made on that person's behalf. This should lead to improvement both in how the student utilizes the school and its resources and in how the school responds to the needs of the student. It is in the performance of this service that creativity is demanded of the counselor.

Included in the counselor's guide are several vignettes which exemplify these activities. Also included are methods and techniques amenable to adoption contingent upon need.

The Evaluation (Follow-Up) Service

In an age of accountability counselors must be able to demonstrate in what ways individuals are better off for having had counseling. In addition to obtaining data to "prove their worth," counselors must have information to feedback into their program to imporve its quality.

Even a cursory examination of current professional literature reveals both the current failure of counselors to evaluate their work and the difficulties inherent in counseling's unique scope. Problems involve what services to evaluate, what criteria to employ, and when to evaluate.

The what, how and when of evaluation can be discussed in terms of several paradigms. One such model is CIPP. CIPP is an acronym for evaluation in four domains: *C*ontext evaluation which deals with the rationale and goals/objectives of the program; *I*nput evaluation which analyzes the resources available or needed to accomplish program objectives and the planning activities in program development; *P*rocess evaluation which determines strengths and deficiencies in the operation of the program; and *P*roduct evaluation which assesses the outcomes of the program according to the previously determined goals and objectives. Evaluation, according to Stufflebeam, is a continuous "process of delineating, obtaining, and providing useful information for judging decision alternatives" (Stufflebeam, 1973, p. 129). The career counseling component of the *Rural America Series* focuses on product evaluation through follow-up.

As in any evaluative endeavor, assessment should coincide with the program goals. Guidance goals are typically perceived as encompassing certain process skills, e.g., decision making, coping, problem solving and self understanding. For example, various leading writers have made the following goal statements:

> The purpose of counseling is to help people to become self-sufficient and effective problem solvers. (J.D. Krumboltz and C.E. Thoresen, 1967, p. 209)
>
> The development of a reasonable independence in a client who takes responsibility for himself, his behavior, his choices and decisions, and his values and goals. (Patterson et al., 1969, p. 13)
>
> We will be working with you, your parents, and your teachers over a period of years to see if we can help you to understand yourself better than you otherwise might, so that when you have to make important decisions you will be better prepared to do so. (J.W.M. Rothney, 1972, p. 54)
>
> Assists the student to choose and make progress towards educational and vocational objectives which will yield maximum satisfaction . . . and aids the student to set his aspirations in terms of his potentialities. (E.G. Williamson and E.S. Bordin, 1941, p. 7)

If we are to evaluate in terms of these or similar goals, the task is indeed complex. Not only do terms such as "self-sufficient," "effective problem solver," "independence," "takes responsibility," "make important decisions," and "maximum satisfaction" create problems in determining criteria to employ for evaluation, but they also imply that if evaluation is to take place in terms of goals, it must take place at some undetermined time in the future. Thus if we evaluate accomplishment of goals, we must include follow up evaluation and include some means to assess the process skills which students are supposed to acquire.

Process skills are at best difficult to assess, particularly through follow-up procedures. How do we judge or assess skill in decision-making, problem solving, or coping? If we judge the quality of the process from the observed outcomes, we go beyond the data at hand. That is, if we try to judge decision-making based upon the outcomes of decisions made, we may be placing credit or blame where it does not belong. Consequently, definitive follow-up evalution, in light of the process goals of counseling, is nigh on impossible.

Follow-up procedures, then, because of the above limitation, cannot provide definitive evaluation for counseling services. However, through follow-up we can get feedback from former students regarding what has happened to them. From this we can attempt to make judgments regarding program practice. Consequently, follow-up data is important. Moreover, since all the school's services are charged with a preparatory mission, finding out "what happened then" should be of concern to all school staff.

In Career Counseling in the Rural School the conduct of a follow-up calling for schoolwide participation is presented. Procedures are outlined for selecting criteria (along with sample follow-up questions in the form of a tested questionnaire). Techniques are described for assuring an adequate return, and the procedures for coding, compiling, analyzing, and utilizing follow-up results are provided. In other words, every effort is made to give help with both the process and the content of product evaluation.

Summary

In summary, career education is concomitant with life education. It involves preparation for all of our various life careers. In preparing young people for careers, we educators need a mark to shoot at and a conception of the routes of development.

All school staff have differential but complementary functions to perform in preparing young people for their various careers. The academic staff provide students with the necessary knowledge base of the world around them. Counselors, through the guidance program, have the responsibility to assist each individual student in personally integrating that knowledge so each student can better assume independent status.

Given limited resources both in time and materials, the counselor must integrate the counseling and guidance services programmatically.

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

Background:

Through the information service the counselor attempts to provide students with the educational, social, and occupational information requisite to effective decision-making. In the early history of guidance the information service was viewed as being of ultimate importance. With the advent of the mental health movement and the rise of non-directive counseling, the dispensing of information was relegated to a secondary or tertiary position. Consequently, many practicing counselors are inadequately prepared to deliver this service. In addition, as the marketplace has drastically changed and technology has repeatedly displaced workers, occupational and educational information adequate to effective future planning has become more difficult to deliver.

With the recent economic downturn and increased unemployment of youth, counselors are being called into account for failures in this realm. Through federal research monies, added emphasis is being placed on those aspects of counseling formerly labeled vocational counseling. The information service is among these, and rightly so.

Accurate information is critical to effective decision-making. Counselors must make sure that decisions are based upon sound information. The former client-centered approach of deciding to have students search for answers to their questions without help has been shown to be both ineffective and irresponsible. First of all, much of the published information is inaccurate, misleading, and obsolete. Additionally, much of the needed information is not in print. In the words of Robert Hoppock (1967), "To turn the unsuspecting client loose in even the best library of occupational information is a little like turning him loose in a drugstore to write and fill his own prescription."

Information must be supplied to students for two general purposes--exploration and decision making. The counselor's role in providing information depends upon which way students are using the information. In the exploratory mode the primary role of the counselor is to see that accurate, up-to-date information is available and accessible in ways which enable students to understand it from their perspective. Here counselors must develop a student centered filing system and work with both the librarian and teacher. To aid students in the decision-making process, the counselor must be able to gain personal access to information and know how to use it in the individual case.

Purpose:

The purpose of this unit is to provide students with a background in the information service. Specifically, lessons are geared at helping students learn: (1) what information their counselees will likely need both generally and specifically; (2) sources for occupational information, and (3) how to use occupational information in specific cases.

Contents:

Five lessons are presented in this unit:

Lesson 1- "Case Conference in Vocational Decision-Making"

Lesson 2- "General Types of Information Students Need"

Lesson 3- "What Students Should Know Prior to Making a Specific Occupational Choice"

Lesson 4- "What Counselors Should Know About Occupational Information"

Lesson 5- "Using Occupational and Educational Information"

The instructional goals of the lessons are explained in the titles. The final lesson calls for students to use case data obtained through interviews as a means of learning to use the tools of the information service.

Limitations:

Lessons presented are selective. Only lessons related to occupational information are provided. Obviously there is much more to the information service--social-personal information, educational information and so on. Moreover, no lesson addresses computerized information. As computerized information banks proliferate the use of information in teaching and counseling will perhaps become simplified but at least will change.

Supplementary Readings:

A more extensive but still limited presentation on the information service is contained in:

Hartz J. and Kosmo, S. *Career Counseling in the Rural School*. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977, pp. 110-140.

Numerous texts are available for more extensive reading. We like:

Hoppock, R. *Occupational Information*. New York: McGraw-Hill, 1976.

It is not only up-to-date but provides usable lesson plans for teaching important aspects of the information service.

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

Lesson 1: "Case Conference in Vocational Decision-Making"

Instructional Goals:

1. To assist students in understanding the complexity of decision-making.
2. To make students aware that (though frequently not mentioned) multiple variables are important in vocational decision-making.
3. To make students aware that vocational decisions are integrally related to all of one's life.
4. To assist students in learning to approach decision-making problems creatively and idiosyncratically.

Class Activities:

Select an important and different career decision you have made in the past. Present it as though it is a decision-making problem of a friend. Present the pros and cons, the uncertainties and doubts, but not too much information. Ask for the class's help.

Ask: a. If you were he/she what would you do?

b. What do you think he/she should do?

Express no opinions, but supply added information if requested. Also, interject important questions students fail to ask. Once the discussion ends reveal the decision made, encourage comment.

Current Problem

Invite students to submit career decision-making problems they are encountering. Select one which might benefit the class and which can be discussed openly without threat to the individual.

When discussion is complete ask the individual who submitted the problem to comment on the procedure: whether he/she received any help?: what he/she plans on doing as a result of the session? and so on.

Recap

a. Ask students what they learned from the procedure?

Adapted from Hoppock, R. Occupational Information. New York: McGraw-Hill, 1976 by John Hartz.

b. Add anything that might have been missed, such as:

   1. uniqueness of each decision
   2. complexity of variables which must be considered
   3. need for more information
   4. need to know decision-maker well
   5. pervasive influence of an occupational decision on all of one's life

Discuss what the importance of this lesson is for working with individuals.

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

Lesson 2: "General Types of Information Students Need"

Instructional Goals:

The purpose of this lesson is to assist students in:

1. Exploring and learning about both the general types of career information and information processing skills students need in order to make informed career choices.

2. Exploring and discussing sources for obtaining the general types of career information students need.

Class Procedures:

To get students started and thinking about this lesson begin with:

"Assume your purpose as a counselor is to assist students to become effective occupational decision makers. What knowledge and skills would the effective decision maker need?"

If they are slow responding to this, rephrase in this manner:

"In other words, our job is to facilitate career maturity. What information processing skills would the mature individual possess?"

Write their suggestions on the board. Discuss the importance of each suggestion. When the list is complete handout, "Career Maturity--Skills and Information Needs."

Have students compare and contrast the contents of this handout with their list. Once differences are resolved, discuss: a) possible sources for information; and b) possible procedures or intervention strategies that might be employed in facilitating skill development.

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May 1977

Handout

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

"Career Maturity--Skills and Information Needs"

The Occupationally Mature Person knows:

1. What he/she wants out of life.
2. What he/she wants out of an occupation.
3. What he/she has to offer for what he/she wants (including what he/she is willing and able to acquire).
4. What is available to fulfill what he/she wants.

Basic information and skills needed to enable this include:

1. Range of occupational opportunities. Students should have an idea of the range of jobs open to them. Research shows most students have a limited range of awareness regarding potential job openings.
2. Knowledge of sources information. Students should know both where to obtain information on jobs and how to appraise the information obtained. They should know how to tap both primary and secondary sources.
3. How to choose. Students need to receive training in the decision-making process.
4. How to make a specific study of their occupational choice. Once a choice is made, the student should make a study of that occupation before finalizing her/his choice. She/he should know: the nature of the work, the qualifications, how to get the job, earnings, fringe benefits, advantages and disadvantages.
5. How to find a job. Many students need specific assistance on how to implement the choices they have made.
6. How to obtain style of life information. Information on life-styles is frequently not covered in information service courses, but is critical to making a knowledgeable occupational choice. Such information concerns issues like--"What does it feel like to be one?" or "What emotional or intellectual needs does the occupation satisfy?"

   Most of the information on style of life must be obtained through sources other than formal printed materials. Since this information is not standard in secondary sources, it is perhaps best to refer students to human or primary sources. For example, a good way to learn about the life-style of a doctor would be to

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spend some time with one. A problem with this procedure is that one person cannot be representative of the medical profession or any other profession. The information gained would be slanted by that person's biases and attitudes. Life-style information can also be obtained from visiting workers during "Career Days."

Because of the potential bias or nonrepresentativeness of life-style information obtained from work visits, work experiences, or career days, it is important that the counselor check out both the information supplied and that received. This can be done through observation or interview.

7. How to obtain detailed information about training opportunities. As the work world become increasingly complex, more training is required over extended periods of time. Consequently, in addition to information specific to the job, a counselee needs detailed information about training opportunities. This is true particularly when the occupational choice requires a concomitant selection of an appropriate training site. School counselors need libraries of actual materials about post high school training, opportunities--requirements, entrance procedures, methods of financing, and so on.

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Unit II: Information Service

Lesson 3: "What Students Should Know Prior to Making a Specific Occupational Choice"

Instructional Goals:

The purpose of this lesson is to:

1. Assist students in learning/discovering what specific information might be important in occupational decision-making.

2. Provide students with a checklist which can be used to find local and national sources of information.

3. Provide students with a checklist to be used in counseling with students.

Class Procedures:

A. Identifying Variables

Begin by asking students, "What specific information should individuals have about an occupation before they make a decision to enter that occupation?

Discuss and list their suggestions on the board. Stimulate a more extensive listing by asking them, "What foctors were mentioned in the case studies on decision-making we did earlier."

Once they have exhausted what they can brainstorm, pass out the student handout, "Occupational Checklist." Ask them to compare the variables on the checklist with those they have brainstormed. Discuss any discrepancies.

B. Potential Use of the Checklist

Ask students to think about ways they might use this checklist in counseling with students. (In the career counseling section several role playing exercises are provided and suggestions are made on how an occupational checklist might be used with particular counselees.)

C. Sources of Information

Assign students to, or ask students to volunteer for each of the variables on the checklist. Have them develop or find sources for accurate information, (both local and national) on the variables which they are assigned.

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These can later be discussed in class. These can then be compiled in a master list which can be duplicated for their future use.

Suggested Readings

Students might review chapters in any number of the Information Service texts on "sources of information." One example is:

"What the Client Should Know about Occupations" in Occupational Information by R. Hoppock. New York: McGraw-Hill, 1976.

CAREER GUIDANCE AND COUNSELING

(To be used with
Making Decisions
worksheet)

Unit II: Information Service

OCCUPATIONAL CHECKLIST

Look up your job choice in the Occupational Outlook Handbook or other resource containing occupational information. If necessary, copy the definition so you can use it as you answer the following questions.

____
Occupation or Job

1. Type of Work
   a. What duties are performed each day?

   b. Are the duties the same or different each week, month, or season? If they are different, how are they different?

   c. What equipment, if any, is used? Is this furnished by worker or by employer?

   d. What types of materials are handled?

   e. What physical activities are involved while working (walking, running, kneeling, sitting, reaching, lifting, climbing, balancing, talking, writing, seeing, hearing, reading, throwing, pulling, etc.)?

2. Working Conditions
   a. Is the work done indoors, outdoors, or both? Does the location change with duties or seasons?

   b. Is the work seasonal, irregular, or steady?

Developed by Jan Novak, Wisconsin Vocational Studies Center, May, 1977.

c. How many hours are worked each day and week? Regular, irregular? Is overtime required? Regularly or infrequently?

d. What vacations are offered?

e. Where does the work take place - office, school, storeroom, store, park, farm, factory, construction site, rural area, urban area, etc.?

f. Are the surroundings safe? Pleasant?

g. Is the work hazardous? If so, why (high places; explosives; exposure to burns, chemicals, radiation; etc.)?

3. Qualifications

a. What are the age requirements for entrance and retirement?

b. Is the field dominated by either males or females? Does there seem to be discrimination in hiring practices (sex, ethnic, handicap, etc.)?

c. Are there height and weight requirements or qualifications?

d. Are there other physical requirements such as good vision, good hearing, physical strength, etc.?

4. Education, Training, Etc.

a. How does one get the first job in this field (by taking an examination, applying, joining a union, opening own business, etc.)?

b. Is a license or certificate necessary? What are the procedures for getting one?

c. Must one join a union? What are the requirements, fees, dues, etc.?

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d. Is an apprenticeship necessary?

6. Payment (Remuneration) and Advancement

   a. What is the beginning range for wage or salary (hourly, weekly, monthly, yearly)?

   b. What salary increases can one expect? Under what conditions? After how long?

   c. What additional benefits are there (commissions, tips, travel allowances, clothes/uniform allowances, free room and board, health and life insurance, etc.)?

   d. What advancement is there on the job? When?

Read over your answers to all of the above questions. Keeping them in mind, complete the exercises on the following page.

In the following columns list the advantages and disadvantages you foresee with this job.

ADVANTAGES	DISADVANTAGES

In the space provided below list any occupations related to this job.

List sources where information regarding this job can be obtained.

(To be used with
Occupational Checklist
worksheet)

OCCUPATIONAL CHECKLIST

MAKING DECISIONS

After reviewing your answers on the Studying My Occupation worksheet, complete the following questions.

____
Occupation or Job

1. List all the things you would have to do on the job that you think you can do well.

2. List all the things you would have to do on the job that you would like to do.

3. Do you meet the physical requirements? With which ones might there be a problem?

4. What skills and abilities would you have to learn?

5. Do you meet the training requirements? What would you have to do to meet them?

6. List the training (years, schools, cost, etc.) you feel capable of completing.

7. How much money do you feel you need to live comfortably?

8. What type of and how much advancement would you want on the job?

Compare your preceding answers with those on your Studying My Occupation worksheet; then complete these questions:

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9. List reasons why this would be a good occupation for you.

10. List reasons why this would not be a good occupation for you.

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

Lesson 4: "What Counselor's Should Know About Occupational Information"

Instructional Goals:

The purpose of this lesson is to assist students in:

1. Discovering/learning what information a counselor/guidance person should know about occupations in general.

2. Discovering/learning what information a counselor/guidance person should be able to locate about occupations.

3. Learning/discovering the occupations about which counselors/ guidance personnel should have specific information.

4. Learning how to acquire that specific information they should know.

Classroom Procedures:

In an effort to get students to think through/discuss what knowledge, information and expertise they as prospective guidance personnel should have in working with others, ask them:

"Think back at the career decisions you have made, the jobs you have held; your entire occupational history. If some one person had been assigned to assist you in reviewing your options, in helping you to avoid the mistakes that you made, what knowledge, information and expertise would have he/she needed? Remember that no counselor, no helper, could possibly know all the specifics about all occupations. Therefore, what I want is general kinds of knowledge--general kinds of expertise." (What is being sought is that information cited in the reading "Information Counselors Need".)

As students provide suggestions discuss each suggestion in terms of importance and feasibility. List categories on the board. Once their suggestions are exhausted hand out "Information Counselors Need."

Have students compare and contrast what they listed with the handout. Once discussion of this has been completed, review with them possible sources for the information.

Continue lesson by telling students:

"With some 40,000 plus occupational titles and approximately 20,000 occupations it is impossible for any counselor or team of counselors to know all there is to know about all of them or even any large number of them. However, there are a few occupations about which the school counselor should know all there is to know. Which ones do you think they are?"

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Encourage students to answer; to speculate. Discuss pros and cons of their suggestions. List their final selections on the blackboard. Hand out "The Big Three." Ask them to compare these with the suggestions they made. Discuss ways and means of acquiring knowledge of the specifics for their final list.

Suggested Reading

Occupational Information. R. Hoppock

Handout

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

"Information Counselors Need"

Information of many kinds is necessary to the counseling process. A counselor must know some information but knowledge of all relevant information is not possible.

Knowledge of referral and of sources. Counselors must at least be able to refer the counselee to the information she/he needs. For example, a high school counselor must know or have immediately available information about college requirements and programs; accurate recent information on occupation, scholarships and financial aids; information about vocational schools, apprenticeship programs, schedules and fees for entrance examinations and so on. The counselor also needs to know where to obtain health and social information, information about druges, etc.

Classification of occupations. In order to utilize occupational information properly, the counselor should know of the structure of the American occupational system. One excellent descriptive model of this system was developed by Ann Roe (1972). This is based on the concepts of "group" (field) and "level." "Group" refers to the activities that differentiate types of work, such as the operation of machines, from raising food group crops. "Level" is a subdivision related to "group." Within groups (fields) there are various levels at which a person could be employed. Levels are, in essence, a hierarchy of responsibility, complexity and training. For example, one of the groups that is listed by Ann Roe is technology--"occupations concerned with the production, maintenance, and transportation of commodities and utilities." Within this group, at the highest level are inventors, or consulting and chief engineers. At the lowest level are machine tenders, helpers, and common laborers. The level a job occupies within an occupational group is contingent upon degrees of responsibility, capacity and skill. Since these are not always exactly correlated, whenever there are marked differences, responsibility is given primary consideration.

Below is a grid showing how Roe's system of classification works. Within the grid are examples of occupations classified by group and level.

Knowledge of alternatives. The concepts of "field" and "level" are very important in the counselor's work with individuals. One of the most troublesome problems in vocational counseling is the fact that many young people aspire to professional careers which may be beyond their capability or motivation to reach. When this occurs, a part of the counseling task may be to help the counselee become more realistic. Information about occupations across the spectrum of levels within fields can help the counselor in counteracting polarized thinking manifested by young people such as Jimmy who says, "I've got to get into Medical School. I don't want to be a ditch digger," or the girl who breaks into tears because whe has a passion for airplanes and can't meet the physical requirements to become a stewardess. Knowledge of jobs at other levels within a field can help

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the counselor assist the student in finding something to meet his or her needs at a slightly lower level. Used creatively, a working knowledge of field and level can assist individuals in locating genuinely attractive alternate possiblitiies.

Knowledge of occupational trends and local opportunities. The counselor should also have a basic knowledge of occupational trends, including which occupational fields are employing increasing numbers of workers and which fields are employing decreasing numbers. Such information can be obtained from the Occupational Outlook Handbook published by the U.S. Department of Labor and revised on a yearly basis.

The counselor should further be familiar with local demands and trends. In our age of increasing mobility, the counselor cannot assume that all students will remain in the locale. Nevertheless, each student should be informed as to what career plans are possible in her/his region. Related to this, the counselor should be aware of training facilities in the area.

Utilizing trend information is difficult but important. The difficulty of making predictions on job trends is manifest in old editions of the Occupational Outlook Handbook. Many careers which were projected to increase in size did not. The counselor cannot base his/her sole judgment on a single source. The counselor really has to gain a feel for the occupational implications of large scale social and cultural events as they occur, and attempt to translate them into terms meaningful to individuals attempting to plan careers which may be altered by the trends.

Knowledge of funding legislation. The counselor needs to be aware of federal and state programs which provide benefits to the individual. State and federal programs change from year to year; thus, the counselor should make an effort to remain up-to-date on national and state legislation.

Knowledge of specific facts about occupations. Finally, the counselor should know where to obtain specific information about the many important facets of almost any occupation. The counselor must remember that no source of occupational information is totally good or bad; every source has some use which may be good or bad depending upon the contingencies of the case.

	GROUP			
LEVEL	V. OUTDOOR	VI. SCIENCE	VII. GENERAL CULTURAL	VIII. ARTS AND ENTERTAINM'T
1. Professional and Managerial	Consulting specialists	Research scientists University, college faculties Medical specialists Museum curators	Supreme Court Justices University, college faculties Prophets Scholars	Creative artists Performers, great Teachers, university equivalent Museum curators
2. Professional and Managerial 2	Applied scientists Landowners and operators, large Landscape architects	Scientists, semi-independent Nurses Pharmacists Veterinarians	Editors Teachers, high school and elementary	Athletes Art critics Designers Music arrangers
3. Semi-Professional and Small Business	County agents Farm owners Forest rangers Fish, game wardens	Technicians, medical X-Ray, museum Weather observers Chiropractors	Justices of the peace Radio announcers Reporters Librarians	Ad writers Designers Interior decorators Showmen
4. Skilled	Laboratory testers, dairy products, etc. Miners Oil well drillers	Technical assistants	Law clerks	Advertising artists Decorators, window, etc. Photographers Racing car drivers
5. Semi-Skilled	Gardners Farm tenants Teamsters, cowpunchers Miner's helpers	Veterinary hospital attendants		Illustrators, greeting cards Showcard writers Stagehands
6. Unskilled	Dairy hands Farm laborers Lumberjacks	Nontechnical helpers in scientific organizations		

*Anne Roe, *The Psychology of Occupations* (New York: John Wiley and Sons, Inc., 1956), p. 151.

Roe's Occupational Classification System

	GROUP			
LEVEL	I. SERVICE	II. BUSINESS CONTACT	III. ORGANIZATION	IV. TECHNOLOGY
1. Professional and Managerial	Personal therapists Social work supervisors Counselors	Promoters	United States President and Cabinet officers Industrial tycoons International bankers	Inventive geniuses Consulting or chief engineers Ships' commanders
2. Professional and Managerial 2	Social workers Occupational therapists Probation, truant officers (with training)	Promoters Public relations counselors	Certified public accountants Business and government executives Union officials Brokers, average	Applied scientists Factory managers Ships' officers Engineers
3. Semi-Professional and Small Business	YMCA officials Detectives, police sergeants Welfare workers City inspectors	Salesmen: auto, bond, insurance, etc. Dealers, retail and wholesale Confidence men	Accountants, average Employment managers Owners, catering, dry-cleaning, etc.	Aviators Contractors Foremen (DOT I) Radio operators
4. Skilled	Barbers Chefs Practical nurses Policemen	Auctioneers Buyers House canvassers Interviewers, poll	Cashiers Clerks, credit, express, etc. Foremen, warehouse Salesclerks	Blacksmiths Electricians Foremen (DOT II) Mechanics, average
5. Semi-Skilled	Taxi drivers General houseworkers Waiters City firemen	Peddlers	Clerks, file, stock, etc. Notaries Runners Typists	Bulldozer operators Deliverymen Smelter workers Truck drivers
6. Unskilled	Chambermaids Hospital attendants Elevator operators Watchmen		Messenger boys	Helpers Laborers Wrappers Yardmen

Handout

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

"Knowledge of the Big Three"

In addition to general kinds of information, the counselor should have specific information on what Hoppock (1967) calls the "big three.":

1. Where former students and dropouts get their first jobs.
2. The principle opportunities in the community in the intermediate locale.
3. What occupations are being considered by the students.

Related to the above, the counselor should know all there is to know about:

a. The occupation, industry, or company which employs the largest number of former students.

b. The occupation, industry, or company which employs the largest number of people in the locale.

c. The occupation, industry, or company which is being considered by the greatest number of current students.

Information on where former students and dropouts get their first jobs can be obtained by follow-up studies. Employment opportunities in the community and immediate locale can be obtained from an occupational survey. Occupations being considered by students can be obtained from student questionnaires and interviews.

Adapted from Hoppock, R. Occupational Information. New York: McGraw-Hill 1976 by John Hartz.

Instructor

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

Lesson 5: "Using Occupational and Educational Information"

Instructional Goals:

The purpose of this lesson is to:

1. Have students discover how to locate occupational and educational information.

2. Give students practice in using basic Information Service tools.

3. Provide students with an experience against which to evaluate the usability of Information Service tools.

Background Information:

Interviews conducted earlier during the Career and Vocational Development section can be used as case material for lessons on use of Information Service tools. The following supplements are designed to provide students with exercises in using the Dictionary of Occupational Titles, The Occupational Outlook Handbook, and occupational and educational information indices.

The exercises can be preceeded or followed by a lecture or presentation on the information sources. However, since many in guidance believe that their counselees are capable of locating their own information, we advocate having the students "discover" how to find and use these sources.

Classroom Activities:

Inform the students that they are charged with providing informational assistance to at least two of the people they interviewed earlier; 1) the adolescent, and 2) one of the workers (whichever one they choose). Tell them that the instructions on the assignment sheet are all the help they will get and give them a deadline for the assignment.

If you prefer to provide them with background data for the exercises on the information sources, the following handouts are included: "Using the DOT" and using "The Occupational Outlook Handbook."

Follow-Up

When the assignments are completed, each question should be reviewed. Particular attention should be paid to: a) potential uses of each of the information sources; b) limitations of these sources; and c) the underlying assumptions on which each is based.

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Recommended Reading:

Isaacson, Lee E. *Career Information in Counseling and Teaching*. Allyn and Bacon: Boston, Massachusetts, 1974.

Student
Handout

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

"Using Occupational and Educational Information-- A Supplement to an Interview with an Adolescent"

Preparation:

Review the data on the report you write on the adolescent you interviewed. Answer each of the following questions and perform the exercises. Your responses are to be handed in. Be prepared to discuss your findings in class.

Assignment:

Supplement to the Interview with an Adolescent

Assume the adolescent you interviewed is going to go into the field of work indicated in the interview and do the following:

1. Go to Forrester's Occupational Literature or one of the other occupational indices:
    a. Find at lease three sources of information regarding the occupational choice of your interviewee (include the price)
2. Go to the Occupational Outlook Handbook:
    a. Read section one and be prepared to discuss the concepts underlying its organizational structure, and the most important occupational and industrial employment trends.
    b. Look up the occupational choice of your interviewee and report the employment outlook etc., for that choice. Also report at least two additional occupations in related subfields.
    c. Cite the D.O.T. number for one of the three occupations. Explain what each digit of the number means.
    d. Be prepared to discuss ways in which a counselor might use this handbook; and be prepared to discuss its strengths and weaknesses.
3. Assume the choice of your interviewee requires at least a Bachelor's degree. (If his/her choice was one requiring less than a Bachelor's degree select a similar occupation in the same cluster that does require a degree.)
    a. What variables would you consider for his/her college choice? (e.g., size, location, etc.)

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b. Assume that you have arrived at specific answers regarding each of these variables, cite the specifics and identify three institutions which you believe will fulfill that person's needs.

4. Assume the choice of your interviewee doesn't require a bachelor's degree but does require post high school vocational technical training. (If his/her choice was one which requires a bachelor's select an alternate within the same occupational cluster which requires vocational technical preparation.)

   a. What variables would you consider for his/her school choice.

   b. Assume you have arrived at specific answers regarding each of these variables:

      1. Cite specifics related to each.

      2. Identify three institutions which might fulfill his/her needs--(two public institutions and one private).

Student
Handout

CAREER GUIDANCE AND COUNSELING

Unit II: Information Service

"Using Occupational and Educational Information: A Supplement to an Interview with a Worker"

Preparation:

Select one of the two reports you wrote on the worker interviews you conducted. Review this and any other data you have from the interview. Answer the following questions and perform the exercises. Your responses are to be handed in. Please be prepared to discuss your findings in class.

Assignment:

Supplement to Interview with a Worker

1. Using the D.O.T.
    a. Look up the occupation of your interviewee in Vol. 1 of the D.O.T., and explain each digit of the D.O.T. Code Number.
    b. Using the last three D.O.T. code digits of his/her occupation, find three other occupations in three other broad areas of work which indicate the same level of complexity (date, people, things). List the complete D.O.T. code number for each.
    c. Take two occupations that differ in occupational group arrangement but are identical according to worker trait arrangement, and compare and contrast them according to the information provided in the worker traits arrangement of Vol. II of the D.O.T. (Briefly compare them on work performed, worker requirements, clues. . ., and training. List two related classifications for each. Compare the qualification profiles in detail.)
    d. Be prepared to discuss some of the ways a counselor might use Volumes I and II of the D.O.T.
    e. Assume that your interviewee became disabled so that he/she could not perform his/her current job: Using the D.O.T. and its supplements, and basing your search on your knowledge of his/her background, training and the specifics of his/her disability, find at least three alternate occupations he/she could perform. Cite the title and code for each.
    f. Compare and contrast supplements I and II to the D.O.T. and discuss ways in which the counselor might use each.

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   g. Be prepared to discuss the assumptions the D.O.T. incorporates regarding workers and the world of work. What do you see as its strengths and weaknesses?

2. Using the Occupational Outlook Handbook, turn to the Outlook for Industries, and report earnings, working conditions and the employment outlook for the three occupations you cited in 1 e.

3. Using one of the Indices for occupational information (cite which one you use), list the information you would recommend to your interviewee for the alternate occupations you cited in 1 e.

CAREER GUIDANCE AND COUNSELING

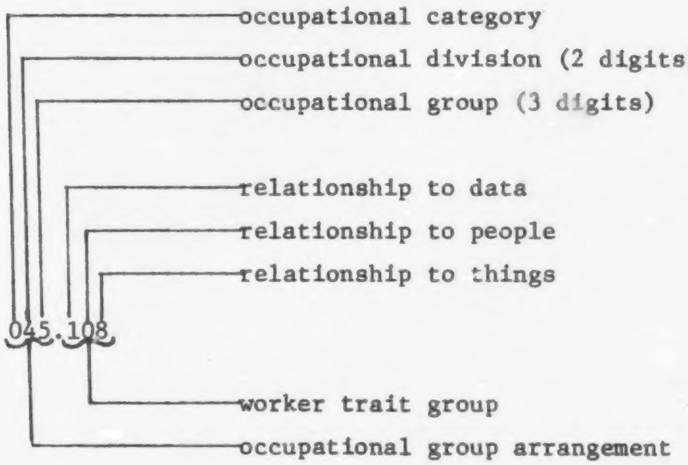
Unit II: Information Service

"Using the D.O.T."

READING THE D.O.T. (DICTIONARY OF OCCUPATIONAL TITLES)

045.108 COUNSELOR

Each occupation in the Dictionary of Occupational Titles (D.O.T) is classified by a six digit code and a title reference, as in the above example. Each digit provides information about the type of occupation and about the type of work performed in it. The meaning of each digit, as used in the revised third edition of the D.O.T., follows:


occupational category
occupational division (2 digits)
occupational group (3 digits)
relationship to data
relationship to people
relationship to things
045.108
worker trait group
occupational group arrangement

Occupational Group Arrangement

The first three digits of the D.O.T. code classify jobs according to the Occupational Group Arrangement. Occupations are arranged into categories, divisions, and 3-digit groups. The first digit of the D.O.T. code identifies an occupation within one of nine general categories. These categories are:

0 1	professional, technical and managerial occupations
2	clerical and sales occupations
3	service occupations
4	farming, fishery, and forestry occupations
5	processing occupations
6	machine trades occupations
7	bench work occupations
8	structural work occupations
9	miscellaneous occupations

Dev. by Jan Novak and Wayne Hammerstrom

The second and third digits of the code further classify an occupation into more finite divisions and groups. Using again the example of COUNSELOR, 045:

0 } PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS
1 } (category)
04 OCCUPATIONS IN LIFE SCIENCES (division)
045 OCCUPATIONS IN PSYCHOLOGY (3-digit group)

Occupations in psychology, which includes psychologists and counselors, have the same occupational group classification because of similar characteristics in these fields. Occupational groupings are based upon a variety of work characteristics, including work field, purpose, materials, products, service, subject matter, generic term and/or industry. The occupations within a group will, therefore, be somewhat similar because of a specific combination of these work characteristics.

Worker Trait Classification

To the right of the decimal, the last three digits of the D.O.T. code classify occupations into worker trait groups. This code breaks occupations into three functions. The fourth digit identifies a worker's relationship to data, such as numbers, facts, and instructions. The fifth digit describes people functions of the job. The sixth digit indicates a relationship to things like materials, equipment, or products.

A ranking scale of 0 to 8 identifies levels of complexity within each of these three groups. The higher this number is, the less complex a worker trait is identified. This hierarchial arrangement is arbitrary and only applies to occupations in a general sense. The following table describes the data, people, things hierarchy:

	Data		People		Things
0	Synthesizing	0	Mentoring	0	Setting up
1	Coordinating	1	Negotiating	1	Precision working
2	Analyzing	2	Instructing	2	Operating-controlling
3	Compiling	3	Supervising	3	Driving-operating
4	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-signaling	6	Feeding-offbearing
7	No significant relationship	7	Serving	7	Handling
8		8	No significant relationship	8	No significant relationship

Thus, the worker trait code for counseling, .108, represents a high level of complexity in working with data, the most complex relationship with people, and no significant relationship with things. While the mechanical aspects of this classification system can be quickly understood, the real merit of the D.O.T. lies in the variety of uses that can be made of Volumes I and II and the Supplement volumes.

Description of D.O.T. Volumes

The Dictionary of Occupational Titles, third edition, is actually two separately bound volumes, I and II. In addition, two supplement volumes are available which add even greater flexibility for using the D.O.T. To better understand the differences between volumes, you should have copies of them to see. If your school does not have copies, check your public library.

Volume I provides an alphabetical listing of occupational titles and definition or description of the occupations. The most appropriate title of an occupational group is used as a base title. Base titles are typed in all-capital letters, are assigned D.O.T. code numbers, and are fully described. Alternative (similar) occupational titles are listed with small lettering, but these titles are not defined. Most occupations are closely related to other subcategory occupations. These related occupations are also assigned D.O.T. code classification and are defined.

The following is an illustration of the format used in Volume I to list the occupation: COUNSELOR

> COUNSELOR (profess. & kin.) I see LAWYER.
> ----- (profess. & kin.) II. 045.108. guidance counselor; vocational advisor; vocational counselor. Counsels individuals and provides group educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to . . .
> COUNSELOR-AT-LAW (profess. & kin). see LAWYER.
> COUNSELOR, CAMP (profess. & kin.) 159.228. Directs recreational and avocational activities of children or adults at vacation or work camp: Organizes and leads groups in sports, nature lore, . . .
> COUNSELOR, COLLEGE (education) see COUNSELOR (profess. & kin.) II.

Volume II has three basic sections. The first section is an arrangement of occupations by occupational groups, according to their D.O.T. code numbers and titles. Its index arrangement begins with the occupational category as a heading, then lists occupations according to division and group levels. Again using COUNSELOR 045.108 as an example, the following illustrates the arrangement of the first section of Volume II:

0
1 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

This category includes occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial and technical work. Most of these occupations require substantial educational preparation (usually at the university, junior college, or technical institute level).

04 OCCUPATIONS IN LIFE SCIENCES

This division includes occupations concerned with research to increase basic knowledge of living organisms, including man, and the practical application of biological and behavioral theories.

045 OCCUPATIONS IN PSYCHOLOGY

This group includes occupations concerned with the collection, interpretation, and application of scientific data relating to human behavior and mental processes. Activities are in either applied fields of psychology or in basic science fields and research.

045.108 COUNSELOR (profess. & kin.) II

guidance counselor
vocational advisor
vocational counselor

The second section of Volume II provides a worker traits arrangement of occupations. This arrangement classifies occupations into 22 broad areas of occupations which have similar worker trait characteristics, i.e. their educational and vocational preparation, aptitudes, interests, temperament, and physical demands. The 22 broad areas of occupations are:

Art
Business relations
Clerical work
Counseling, guidance and social work
Crafts
Education and training
Elemental work
Engineering
Entertainment
Farming, fishing, and forestry
Investigating, inspecting, and testing
Law and law enforcement
Machine work
Managerial and supervisory work
Mathematics and science
Medicine and health
Merchandising
Music
Personal services
Photography and communications
Transportation
Writing

The best description of the meaning of these worker trait groups is by Isaacson (1973). His description follows:

> Under each of these broad areas are groups which contain jobs having common trait requirements. It is important to recognize that the same set of terminal digits might appear under several of the broad areas, as well as more than once within a broad area. In each case the occupations could involve different kinds of tasks, each of which, however, would require the same level of complexity in dealing with data, people, and things. This is easy to understand when one recognizes the variability in the types of data or things encountered in different jobs (p. 269).

Thus, occupations listed within the same worker trait group have similar levels of worker trait complexity though the activities a worker may perform may be different in each occupation. Within each broad area several groups of occupations are identified and described. The kind of information provided includes:

Work Performed	- brief description of the occupation group
Worker Requirements	- general requirements applicable to the occupational group
Clues for Relating Applicants and Requirements	- personal traits and competencies desired
Training and Methods of Entry	- education and experience prerequisites
Related Classifications	- related occupations listed
Qualifications Profile	- classification hierarchy for worker's qualifications. Covers areas of educational and vocational preparation, aptitudes, interests, physical requirements, temperament, and physical demands of the occupation group

The last section of Volume II provides an industry arrangement of occupational titles. Titles are listed in groups of occupations associated within particular industries or occupational settings. For example, the titles listed under coin machinery are listed as follo[illegible]

> coin mach. --VENDING, AMUSEMENT, AND OTHER COIN-OPERATED MACHINES INDUSTRY: This industry covers occupations concerned with the manufacture of vending, amusement, and other coin-operated mechanisms for use in such devices. Occupations concerned with the manufacture of coin-operated phonographs are included in the PHONOGRAPH INDUSTRY (phonograph), and occupations concerned with the manufacture of coin-operated scales and balances are included in the BALANCES AND SCALES INDUSTRY (bal. & scales).

- ASSEMBLER
- COIN-MACHINE ASSEMBLER
  - switchpanel mounter
- COIN-MACHINE FOREMAN
- FOREMAN, COOLER SERVICE
  - manager, vending department
- PIN-GAME-MACHINE INSPECTOR
- QUALITY-CONTROL TECHNICIAN
- VENDING-MACHINE ASSEMBLER
- VENDING-MACHINE REPAIRMAN
- WIRE CUTTER

To summarize, Volume I of the D.O.T. provides a brief description of individual occupations. The volume is arranged alphabetically by occupational titles. The more common occupations are listed, coded according to the D.O.T. six-digit code, described and defined, and listed for related occupations. Volume II has three basic sections. The first is an arrangement of occupations by occupational group (the first three digits of the D.O.T. code number). Thus occupational titles are arranged according to their classification into one of the nine occupational categories. The second section of Volume II is an arrangement of occupations by one of twenty-two broad areas of work. Occupational groups within each of these broad areas are somewhat similar in the level of complexity associated with their worker trait classifications (the last three digits of the D.O.T. code number which represent a relationship to Data, People, and Things). Descriptions for the various occupational groups in this second section include information about the work and qualifications required of the worker. The third section of Volume II is an industry arrangement of occupational titles.

Description of D.O.T. Supplements

The function of Dictionary of Occupational Titles Volumes I and II is to provide classification and definition of occupations. However, these volumes do not easily show relationships among occupations. Many jobs require similar worker traits and abilities, which is why workers can move from one job into another or retrain easily into related occupations. Two D.O.T. supplements enable better comparison of occupations having similar overall characteristics but which differ in their physical demands or working conditions.

The first supplement, Selected Characteristics of Occupations (Physical Demands, Working Conditions, Training Time) is nearly identical to Supplement 2, Selected Characteristics of Occupations by Worker Traits and Physical Strength. Their only difference is one of revised organization of similar information.

Both supplements present information in columnar form. The first supplement is organized as follows:

Column 1 - D.O.T. code number.

Column 2 - Page number in Volume II of Dictionary for worker trait group in which job appears.

Column 3 - Industry designation.

Column 4 - Job title.

Column 5 - Physical demands (consisting of six factors).

Column 6 - Working conditions (consisting of seven factors).

Column 7 - Training time (consisting of educational and vocational preparation).

The second supplement reverses columns 1 and 2, thereby organizing occupations by worker trait similarities instead of by D.O.T. code similarity. The result of this reversal of columns is easier comparison of occupations involving similar worker traits and abilities.

For example, occupations within the worker traits group of Guidance and Counseling have similar work trait classifications (.108 or .208). Using Supplement 2, thirty related guidance and counseling occupations can be inspected and evaluated on a single page. Comparisons can be made about their industry (occupational setting), titles, physical demands, working conditions and training time. Such information can be useful to a rehabilitation specialist assisting a client into a related occupation with lighter physical demands; or useful to a person needing retraining into a similar occupation; or useful to a person exploring career options of similar work characteristics.

How to Use the D.O.T. and Supplements

The following examples illustrate uses of the D.O.T. and supplements by teachers, counselors and other "career" specialists.

(Use for Introduction to World of Work--Occupational Exploration)

While numerous exercises are available to help individuals gain better self-understanding (e.g., personality tests, value clarification techniques, vocational interests measurements), few teachers, counselors, and students are able to translate this information into occupational options to be explored and considered. The D.O.T. provides valuable information about occupations: scope of duties; related occupations; relationships of data, people and things; and the general qualifications required of workers. Two alternative methods of exploring occupations by using the D.O.T. are through the classification systems of (1) occupational groups and (2) worker traits groups.

Exploration by occupational groups (reflected by the first 3 digits of the D.O.T. code) provides information about occupations which have similar work characteristics, materials, products or services. Using the information gained from self-understanding exercises, a student can scan the occupational categories, divisions and groups listed in Volume II (pages 1-213) for occupations or groups of occupations of interest. This pattern of exploration begins with scanning broad occupational categories and moves toward selection of one or more specific occupational groups. Definitions (descriptions) of any selected occupational titles can be obtained by using Volume I.

An alternative exploration method is to use the second section of Volume II, which has arranged occupations by similarities in worker traits. Occupations in this section are arranged into one of 22 broad work areas which have similar educational and vocational preparation requirements, aptitudes, interests or working conditions of workers. Again using information gained in self-understanding exercises, a student can explore occupational options by comparing his or her personal work characteristics and interests with worker traits described with the occupational groups in Volume II, second section (pp. 214-529).

(Expanding Occupational Exploration--Increasing the Options)

A student who would not qualify for FLIGHT ATTENDANT because of height requirements may still qualify for numerous occupations in the airline industry. Not knowing all these related alternatives limits the decision choices which can be made. The D.O.T. provides several quick references for identifying occupational alternatives.

Volumes I and II list related occupations beneath many of the common base title occupations (COUNSELOR: college counselor, camp counselor, etc.). The second and third sections of Volume II also list related classifications of occupations--those having similar worker traits and those associated with the same industry classification. Supplement 2 of the D.O.T. offers comparison of occupational alternatives by their physical demands, working conditions and training requirements. These alternatives are also grouped according to similarities of worker traits.

(Narrowing Occupational Exploration to Tentative Occupational Choice)

Students making tentative occupational choices will not likely reach such a level of specificity as selecting BOOKKEEPER 1 or STEAM FITTER. Although the D.O.T. classifies thousands of occupational titles, tentative occupational choices made by people are still fairly generalized. Their occupational choices may consider various occupations within a general field such as art, medicine, or law. Their choice may be made according to geographical limitations or educational and vocational decisions, such as occupations in the outdoors or occupations requiring less than a college degree. A school counselor or teacher may help the student decide whether to choose a specific occupation or a field of alternative occupational choices.

The D.O.T. provides information about specific occupations from which a choice may be reached. Of course further, in-depth exploration is necessary for the student to obtain updated, localized or trend information about the selected occupation. The D.O.T. is not the only source of information to be used. For those students unable to make a tentative occupational decision, the D.O.T. may provide insight into general aspects of occupations upon which the student can base eventual decisions. The student may come to realize an interest in occupations which avoid hazardous or harmful working conditions, or which involve situations of a variety of duties characterized by frequent change, or which relate to general principles of logic and scientific thinking. Although no specific occupation has been identified by the student, the D.O.T. can help the student to reach tentative conclusions about the nature of work desired.

Further exploration may lead to a more specific occupational choice.

(Use in Placement Activities)

In addition to providing information which can be useful in selecting an occupation, the D.O.T. provides information useful in securing the occupation as a placement. Applicants who are most informed about a job have the best chance of being hired. The D.O.T. can provide general information about job activities, related occupations, working conditions, worker qualifications, and relationships to data, people and things. In an interview session, the applicant may be able to better express personal competencies because of information known about the occupation or to direct questions in the interview similar to the information which the D.O.T. attempts to collect. Warning--information in the D.O.T. reflects only typical occupations. Local conditions are apt to be somewhat different.

Handout

CAREER GUIDANCE AND COUNSELING
Unit II: Information Service
"Using the Occupational Outlook Handbook"

A LOOK
AT THE
OCCUPATIONAL
OUTLOOK
HANDBOOK

The Occupational Outlook Handbook, compiled by the U.S. Department of Labor, Bureau of Labor Statistics, is available from the U.S. Government Printing Office. It is a standard occupational information resource describing over 850 occupations and 30 major industries in a readable and understandable manner. The Handbook is based on Bureau of Labor Statistics' analysis of data received from business firms, trade associations, labor unions, professional societies, educational institutions, government agencies, and other groups. The Handbook is published every other year with the Occupational Outlook Quarterly issued as a supplement.

The first introductory chapter of the Handbook, "How the Handbook is Organized," explains general uses of the book, formats, points to remember in using the handbook, and sources of additional information. Important occupational and industrial employment trends which provide a background for interpreting the reports on individual occupations are described in the second introductory chapter.

The main body of the Handbook, reporting on different fields of work, presents information dealing with:

* nature of the work
* the places of employment
* the training, other qualifications and advancement
* the employment outlook
* the earnings
* the working conditions
* sources of additional information
* government sources you can use in gaining employment assistance

These reports are grouped into two major divisions--"Employment Outlook for Occupations" and "Employment Outlook for Industries."

Within "Outlook for Occupations" thirteen career cluster groups are presented--

* Industrial Production and Related Occupations
* Office Occupations
* Service Occupations
* Education and Related Occupations
* Sales Occupations
* Construction Occupations

Dev. by Jan Novak

* Occupations in Transportation Activities
* Scientific and Technical Occupations
* Mechanics and Repairmen
* Health Occupations
* Social Science Occupations
* Social Service Occupations
* Art, Design, and Communications Occupations

These career clusters help relate the outlook materials to school curriculum and occupational training programs, career ladders and lattices, and fields of interest for young persons engaged in career exploration and planning. These clusters are based on a concept of related activities, e.g., physicians are included in the same section of the Handbook as hospital attendants and all other health employees. Within each of these career clusters, occupations are further grouped into related sub-fields (clerical occupations, computer and related occupations, banking occupations, insurance occupations, and administrative and other related occupations are grouped within the Office Occupations cluster).

The second division deals with the "Employment Outlook for Industries." The industry reports are grouped according to major industry divisions in the economy--

* agriculture
* mining
* construction
* manufacturing
* transportation
* communications and public utilities
* wholesale and retail trade
* finance
* insurance
* real estate
* service and miscellaneous
* Government

An introductory statement for each major industry division provides information on occupational trends in the industry.

The indexes and appendix offer much additional information useful to the reader:

- * detailed list of occupational reports by field of work
- * alphabetic index
- * Dictionary of Occupational Titles code numbers for occupations included in Handbook
- * index of occupations covered in Handbook listed by D.O.T. code numbers
- * discussion of sources and methods used to analyze the occupational outlook in different fields of work.

The Occupational Outlook Handbook is an invaluable tool for the study of occupations. Once familiar with its simple format and types of information, it can be used in preliminary examinations of occupations as well as for more in-depth studies. The references and sources for additional information are also extremely helpful. It is easily used with the Dictionary of Occupational Titles, and classroom exercises as well as independent study programs can be devised to incorporate this exploration tool.

CAREER GUIDANCE AND COUNSELING

Unit III: Career Assessment

Background:

Within comprehensive guidance programs there are two distinct approaches to assessment. One approach consists of testing for global program planning and development (needs assessment). The other is testing or assessment for either preparing to work with or as an adjunct to working with individuals. The first is a group approach, the second an individual approach. The concepts, technical problems, and methods of applying what is learned vary greatly depending upon the approach. Counselors in the school must be knowledgeable of the assumptions, limitations, methods and techniques associated with both approaches to assessment.

Purpose:

The purpose of this unit is to present background materials and exercises on critical problems in career assessment.

Content:

This unit consists of three lessons, suggestions for additional lessons and a reading entitled "Assessment for Guidance."

Lesson 1 - "The Case of John Brown"

Lesson 2 - "Qualifying Words"

Lesson 3 - "Typical Test Questions"

Each of the lessons consists of exercises related to problems of utilizing typical assessment, data in working with individuals. The attached supplementary reading addresses key concepts in both individual and group assessment.

Limitations:

Outside of the reading none of the lessons address needs assessment or group assessment for program planning. Instructors interested in further presentations on needs assessment can consult the resource guide in the Career Education section of this part of the Media and Resource Supplement (under separate cover).

CAREER GUIDANCE AND COUNSELING

Unit III: Career Assessment

Lesson 1: "The Case of John Brown"

Instructional Goals:

The purpose of this lesson is:

1. To assist students in becoming aware of the limited predictive efficiency of current career guidance instruments;
2. To promote student awareness of the limitations of cumulative records;
3. To provide students the opportunity to interpret test and inventory data to significant others;
4. To provide background and experience for later discussion of career and vocational test and inventory constructs.

Class Activities:

Divide class into triads consisting of either one male and two females or two males and one female. Tell them they are going to be involved in role playing a parent-counselor senior conference. Assign a male the role of the father, a female the role of the mother and either a male or female the role of counselor.

Give the counselors the cumulative record of John Brown. Tell them: "Assume you are a new counselor in a school. You have only met John briefly at one conference. Your guidance department has a policy of meeting with each senior's parents to discuss their son's or daughter's career plans. John's parents have requested such a meeting. Review John's file in preparation for this meeting. Be prepared to interpret his test scores to them."

Separate the 'parents' and take them into the hall. Tell them: "You are John's parents, you're going to talk to John's counselor regarding his career plans. Your names are Cecilia and George. You live in a middle sized midwestern city with a private college in town. You live in an apartment in a middle class neighborhood. John is your only son. You're concerned about his future and your pocketbooks. You want this counselor to help you get John to be more "realistic" in his plans. You hope the counselor has given or will give John some tests to show him the errors in his thinking.

Then hand out the appropriate descriptions to the "parents." (Cecilia, George)

Once the students have prepared for the conference, bring the triads together to role play their parts. Allow students 30 minutes to complete the exercise.

Follow-Up on the exercise:

Ask the students:

1. "How many mothers changed their minds and agreed John should have a try at medicine?"
2. "How many fathers changed their minds and agreed John should have a try at medicine?"
3. "How many counselors agreed to assist the parents in influencing John to change his mind? How many agreed that John wouldn't make it in medicine?"
4. Ask one of the counselors to report on how he/she interpreted each of the tests or inventories John had been given.
5. Ask if any students disagree with this interpretation? (Encourage debate on test interpretation.)

Case Results:

The case of John is a true one. Fortunately his counselor was knowledgeable both about coefficients of predictive validity and the dangers of attempting to use test data to forecast for an individual. While the counselor was skeptical about John's ability to make it in medicine, he interpreted the test and inventory data properly. He further was committed both to the belief that individuals can change prior behavior, and to an individual's "right to try" even if he or she might fail. Consequently, he agreed to talk to John once again about his career plans but he did not agree to "influence" John to change his mind. When John reiterated his committment to medicine the counselor helped John persuade his parents to let him try.

2½ year follow-up

Two and one-half years after high school graduation, John was enrolled in the private liberal arts college in the city and was living at home. His scholastic average was near a 3.0 and was rising. In regard to his plans for the future he stated, "More than ever I want to make it into med school, and I will!"

5 year follow-up

John was a first year med student at a prestigious midwestern state university. He had graduated from under grad school cum laude and had experienced no problems getting into the med school of his choice. He reported, "med school is 'work' but I'm not having any scholastic difficulties." In regard to his plans for the future he wrote, "I'm not sure but I think I'll go into a residency."

10 year follow-up

John was near completing a residency in gynecology and obstetrics at a prestigious university hospital. He said, "I'm planning to go back home to practice at the M_____ Clinic unless Uncle Sam gets me." John had also recently married and said he hoped to start raising a family.

20 year follow-up

John was practicing half time in his home town and half time in a nearby large city. He had helped start a "free clinic" in that city and was donating his services. He reported, "I guess some people consider me the leader of a radical group of dissident doctors leading us all into communism." John also reported that he had adopted seven children and had been accorded the highest honor he ever hoped to achieve: "State father of the year."

Possible Follow-Up lectures and assignments:

This exercise can be followed by a lecture/discussion/readings on:

a. Predictive validity: What is it?

What does it mean in the individual case?

b. The predictive efficiency of vocational assessment instruments:

Coefficients of predictive validity. How much greater than chance do they allow us to predict?

c. The dangers of using group data for individual prediction.

d. "Interests" as a hypothetical construct: What are they? How do develop and change?

"Aptitudes" as a construct: What are they? How do they relate to achievement? How do they change?

e. Test interpretation

Cecilia

Cecilia, you are an interior decorator. You do well at it, but you're not quite as good as you would like others to believe. You view yourself as an artist. John is your only child and the light of your life. You think he is a talented artist. He draws well and has exhibitied paintings in local shows. John has never been much more than an average student in school. He reads quite a bit. He's not very outgoing, or very athletic, and he doesn't date much. Since his sophomore year he's been employed at a local drugstore. You think that "crazy druggist" has had an undue influence on John's career plans. John says he wants to be a Doctor. You think this is a lousy idea for several reasons: 1) He's not a good enough student, (bright enough but not that bright). 2) You think he should pursue something where he could use his artistic ability. 3) You think medical school would cost too much.

You don't like to waste money. In fact, some people think you're "tight with a buck." You think that regular college for John would be both a waste of time for him, and worse a waste of money for you. Your husband George, who's very quiet (you run the house), agrees with you. This time you think he really agrees and is not just saying so to keep the peace. George doesn't like to waste money either.

This time George might be useful and do something right. George is a plumber. In your opinion he's a good worker, but a social liability. You know he cares about John, but George is into sports and John isn't, so they don't seem to have much in common. You don't know what George would like John to do.

George

You are a plumber and you do all right. Your wife Cecilia is an interior decorator. She doesn't do bad at it either. However, to hear her talk she's the chief provider. As a matter of fact, Cecilia talks alot. She never seems to shut up. Sometimes you think she thinks she's too good for you, and that upsets you but you never let on. Cecilia's bossy, but that's all right as long as she takes care of the house, pays the bills and manages the details. You're not exactly a spendthrift, but she's something else. She hounded you to quit smoking, and you think it has more to do with saving money than your health. However, she doesn't seem to mind if you spend money going to ball games but she does kind of knock you for being a "low brow." You think that it's because of her that John's not interested in sports and hardly ever goes to games with you. You really care about John and would like to get closer to him, but somehow Cecilia always seems to be in the way. You resent that, but you know Cecilia loves John just as much as you do.

John says he wants to be a doctor. You think it's a pipe dream. You think you could get him a plumbing apprenticeship, and plumbing's a great trade no matter what Cecilia says. Besides he's make money instead of spending it on schooling. You think going to college would be a waste of his time and your money. Here for once you and Cecilia are in accord. However, she's got some crazy idea that he should become an artist or decorator. Next she'll want him to be a hairdresser. Maybe her plans are worse for him than his own. His would be more expensive and take more time. If you thought he could become a doctor, you wouldn't care about the money. It'd be a good investment and you really hate to throw a wrench into John's plans.

Handout
(Counselor)

CAREER GUIDANCE AND COUNSELING

Unit 3: Career Assessment

JOHN BROWN - Grade Summary - 2A's, 10B's, 19C's

Rank in class - 123/353

Tests	Percentile Grade 10	Percentile Grade 11	Percentile Grade 12
Henmon-Nelson tests of Mental Ability	55	49	
SRA Primary mental abilities			
Verbal	52		
Space	57		
Reasoning	63		
Number	50		
Word fluency	60		
Differential Aptitude tests			
Verbal) Reasoning)		25	
Number		55	
Spelling		35	
Sentences		40	
Progressive Reading			Vocab. - 13.7 Comprehension-13.4 Total - 13.2
Kuder Preference Record			
Clerical		45	
Mechanical		45	
Scientific		37	
Computational		8	
Musical		7	
Artistic		99	
Persuasive		72	
Literary		52	
Social Service		27	

	Sophomore	Junior	Senior
Interests	Collects horse figures Recreational dance commission	-Reads quite a bit historical novels -dropped piano -likes horses -does some sketching of non-humans	
Work	Paperboy Stockboy at drug store	Drugstore - steady during summer - part-time during year	Drugstore
College and Educational Plans	go to college to become a psychiatrist	Pharmacist or interior Decorator or Congregational Minister College in town or UW	Service or Medicine UW
Health	OK but tires easily	Can't participate (not allowed) 6'3" - 165	Say OK
Emotional Stability	Tired, lithless Slow but good talker	Anxious about future Lacks confidence Seems reconciled to work hard to accomplish goals	Lacks confidence Wants program in meticulous detail Talks about Mother (and quotes) much more than most Considered test scores in light of desire to take pre-med. Tried to consider alternatives such as pharmacy but was adamant.

Mother (Cecilia) - employed full-time as an interior decorator
Father (George) - plumber
Siblings - none
Residence - apartment in middle-class neighborhood

CAREER GUIDANCE AND COUNSELING

Unit 3: Career Assessment

Lesson 2: "Qualifying Words"

Instructional Goals:

The purpose of this lesson is:

1. To demonstrate to students that items on standardized inventories and questionnaires are not standard in the way in which they are perceived by testees;
2. To raise questions about the use of such instruments in individual career assessment.

Background:

Preference schedules, problem checklists, value's inventories are frequently utilized by counselors in attempting to facilitate career development and choice. Most of these instruments are developed on a rational or theoretical basis. A number of assumptions underlie their use. Rationally developed questionnaires employ at least three assumptions:

1. The testee is competent to judge himself/herself with regard to the questions asked.
2. The testee is willing to share the truth about that which he/she is assumed to be aware.
3. The items and the instrument are clear and ambiguous.

Many views of personality would deny the first two assumptions. Those from these theoretical persuasions feel that people tend to hide things from themselves particularly if these things are anxiety provoking. Moreover, often people aware of the truth about themselves tend to hide it because of social consequences.

Regarding the clarity and unambiguity of items, one major point needs to be made. Because individuals differ in terms of their experience or personal learning history, they frequently attach different meanings to the same words. This particularly applies to such qualifying words as often, seldom, frequently, hardly ever and so on. Most tests and inventories incorporate these qualifying words.

Classroom Activities:

Tell students, "I want you to fill out the first few questions on a new career inventory I am developing." Pass out "Fill in the Blanks." (Student Handout)

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

Tell them to take it seriously. In a few minutes ask them to mark "how often" they meant for each of their responses. That is, ask them to clarify their responses in terms of a particular time referent. For example, if they said they ate ice cream frequently, tell them to make note of how frequently was frequent--once a day, once a week, once a month and so on. After several minutes, ask for hands of those who said they ate ice cream frequently. Ask each to state how frequent was frequent. Tally their statements on the board. Next ask for hands of those who said they seldom ate ice cream. Tally how seldom was seldom. Do the same with sometimes and so on.

In doing this it is "usually" found that someone's "often" is "frequently" more seldom than someone else's "hardly ever" and so on.

Ask students if they can think of implications this exercise has for career guidance and counseling; for career assessment?

Student
Handout

Career Guidance and Counseling

Career Assessment

FILL IN THE BLANKS

1. I ________ eat ice cream.
2. I ________ go to the movies.
3. I ________ drink alcoholic beverages.
4. I ________ stay up late.
5. I ________ have headaches.
6. I ________ have heartburn.
7. I ________ eat steak.
8. I ________ get up early.
9. I ________ take walks.

A. Frequently
B. Seldom
C. Sometimes
D. Often
E. Hardly ever
F. Usually
G. (Add your own)

Instructor

CAREER GUIDANCE AND COUNSELING

Unit 3: Career Assessment

Lesson 3: "Typical Test Questions"

Instructional Goals:

The purpose of this lesson is to assist students to:

1. Avoid labeling students according to the results of testing.
2. Understand that test concepts and constructs have no direct relationship to the real world.
3. Understand that the labels attached to tests often differ more than their content.

Classroom Activities:

Pass out "Typical Test Questions." Tell students, "You are or should be familiar with test constructs from tests and measurements. As you know, aptitudes, ability intelligence and achievement are different constructs. How do you define each?"

Once you have accurate definitions of each, tell the students, "The sheet before you contains items taken from ability tests, achievement tests, intelligence tests and aptitude tests. Since you are experts on test constructs, go through each item and identify its source according to the type of test it comes from."

Give them about 15 minutes to complete the exercise. Once they are finished, read the items and ask them for their opinions. The items were taken from: (1) Stanford Binet (intelligence); (2) Progressive Achievement (achievement); (3) Differential Aptitude (aptitude); (4) Progressive Achievement (achievement); (5) Primary Mental Abilities (ability); (6) D.A.T. (aptitude); (7) Stanford Binet (intelligence); (8) P.A.T. (achievement); (9) D.A.T. (aptitude); (10) Henman-Nelson (group,intelligence); (11) D.A.T. (aptitude); (12) D.A.T.; (13) McQuarrie Test of Mechanical Ability; (14) Henman-Nelson (intelligence); (15) Bennett Stenographic Aptitude Test.

Questions for Discussion:

1. If items from the variously labeled tests don't differ, how can the tests measure different constructs?
2. If all that any of these tests measure is current performance on school related tasks, what assumptions are necessary before inferences can be made to intelligence, aptitude or ability?

Developed by John D. Hartz, Wisconsin Vocational Studies Center, May, 1977.

3. Can we really say, based on scores from such instruments, that a person has _____ intelligence, has _____ aptitude and so on?

4. What are the implications of this exercise for guidance practice?

Follow-Up:

This exercise can be followed by a summary presentation of tests and inventories typically used in career counseling and career education according to test type: (a) aptitude tests, (b) achievement tests, (c) Interest Inventories, (d) Personality Inventories and Problem Checklists, and (e) Career Education Tests.

Particular emphasis could be placed on the contrasting purposes of testing for group programming and testing for counseling.

The accompanying reading provides a brief synopsis of the constructs and issues we deem important in this discussion.

Typical Test Questions

1. A man's salary is $20 per week. He saves $14 a week. How long will it take him to save $300?

2. A rectangular field is 100 yards wide and 500 yards long. How many square yards are there in the field?

3. Multipy: .016 x .016

4. Subtract: 584
   - 302

5. Which is added correctly?

16	17
25	24
24	16
17	32
82	88

6. Which of these words are spelled incorrectly?

   talent behavior opperation

7. Define the word "lecture."

8. Define the work "spokesman."

9. Correct the grammar and punctuation in this sentence.

   Where did you stop at on your trip to Chicago

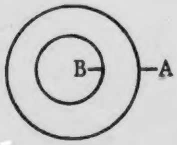
10. Choose the right word.

    Adorn is to embellish as conceal is to
    (1) seek (2) prefer (3) sever (4) operate (5) secrete

11. Select the right words for the blanks.

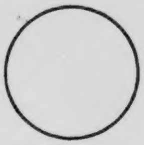
    ________________ is to water as eat is to ________________.

12\.

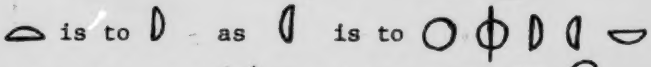


Which horse, A or B, must go faster to hold his place on the turn?

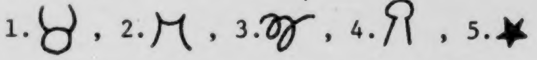
13. Put as many dots in the circle as you can in the time given.



14\.



15. Given the key 1. , 2. , 3. , 4. , 5. , write 35425.



Rothney, Danielson, and Heiman, Measurement for Guidance, Harper Bros., 1959, pp. 34-35.

CAREER GUIDANCE AND COUNSELING

Unit III: Career Assessment

Additional Lesson Suggestions

1. Students might be asked to review standardized needs assessment instruments in order to determine underlying assumptions and standards.

2. Students might be asked to administer and interpret needs assessment instruments.

3. Students might be paired off to take typical interest inventories, aptitude, I.Q., and achievement tests. Each might then develop a psychograph on the other and write up interpretations including assumptions and limitations.

4. Review individual inventory procedures (autobiographies, essays, anecdotal records, rating scales, questionnaires and so on). Regarding their use in career guidance programming:

    a. Which would be used as standard policy?

    b. How would each be used?

    c. How would each be interpreted?

    d. How would each be filed?

Note: The case of "Gail" in Unit V, Coordination and Referral, can be used as an example of how school inventory procedures are collected and used.

Student Reading

CAREER GUIDANCE AND COUNSELING

Unit III: Career Assessment

Section A: Individual Inventory

There are two distinct approaches to assessment within a comprehensive guidance program. One approach is testing for global program planning and development--a group approach. The other is testing for counseling (or preparation for counseling)--an individual approach. The concepts, technical requirements, and methods of applying what is learned vary greatly depending upon the approach. Both approaches along with their concomitant assumptions and problems will be discussed.

Background and Problem

In contrast to group assessment for program planning and coordination, individual inventory for counseling is an intimate, personalized affair. Implicit in this approach is the view that counseling is, and must be, an individualized interaction. This view follows from the overall goals of counseling as usually stated in terms similar to the following:

1. To provide assistance to each student in order that he/she may recognize limitations and potentials to the fullest possible extent, and to utilize this knowledge and development in planning his/her school and post-school careers.
2. To coordinate the efforts of home, school and community to assist individuals towards the goals named above (Rothne[illegible] et al., 1959).

While in many cases students may have similar patterns of development or may be facing similar concerns, the role of the counselor is to help each individual analyze and cope with his/her unique world. Such help requires that the

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Written by John D. Hartz

counselor have particularized knowledge and be able to interpret it. This counselor must also be able to answer questions and to raise questions about subjects the student has not considered. This kind of work must occur face to face, one to one.

The counselor must turn to many sources, procedures and techniques if s/he is to help the student to answer questions, to acquire the skills to better understand himself/herself, to cope with the world, and to be a better decision maker. The uniqueness of the individual and his/her situation precludes the standardized application of any methods. It is not possible, given the current state of knowledge on human behavior, to determine before conferring with a student what information is needed to help him/her with his/her concerns. The counselor will usually find that s/he and the counselee must jointly embark on a complex and the time-consuming quest.

The following is a general guide for information to be collected:

1. A clear conception of the particular concern of the counselee
2. A developmental picture of the individual (historical)
3. A composite of his/her social and cultural backgound.

Individual conditions and circumstances determine the particular importance of each of these points. For example, to answer the questions of a student who first comes because of vocational indecision, the counselor may have to consider the subjects: (1) health, (2) related experience, (3) financial and social circumstances in the home, (4) opportunities for training and employment, (5) usual behavior and significant deviations from it, (6) enthusiasm, (7) style, (8) adjustability, and *anything* about him/her as a *particular* person that may be useful in helping to resolve the indecision. Possible sources for this information include:

1. Interviews or current observations

2. Records of past performances

   a. grades
   b. productions, as in shop, music or art
   c. personal documents

3. Current status

   a. health
   b. hobbies
   c. community activities

4. Test performances. (Rothney et al., 1959).

Testing is only one of the means a counselor has to acquire information about a counselee. The counselor must consider whether the information is geared to helping the student. Ultimately, information is not acquired for the benefit of the counselor but for the benefit of the counselee. Procedures designed to help the student better understand self can be divided into three separate groups:

1. Those which provide the counselor with information about the student but do not add to the student's knowledge about self without interpretation or relay of information.
2. Those which provide the counselor with information, but also add to the student's understanding because of what the counselee does in the process of generating the information. Examples would include essays and answers to well constructed questionnaires.
3. Those which are designed to provide the student with information about self but do not generate any data for the counselor. They could, however, relay information to the counselor through the counselee. An example would be a values clarification group exercise.

Remember, in selecting procedures to generate information, keep in mind that the procedures are for the individual student's benefit, to help him or her understand self.

While detailed description of measurement constructs is beyond the scope of this article, it must be noted that the differences occur when tests are used for group (manpower utilization) or individual (counseling) purposes. Perhaps this difference can best be shown by analogy: insurance actuaries can very accurately predict the percentage of women seventy years of age who will die this year. However, they cannot predict that Betty Jones, age 70, will die this year.

In counseling, particularly in vocational counseling, prediction is the key. Assisting others must be geared toward helping them take the next step. Consequently, when standardized tests are used for this purpose, the first concern must be the predictive validity or the forecasting efficiency of the instrument. This involves the relationship between performance on an instrument and performance in the future. For example, we might use a high school senior's scholastic aptitude test score to predict grade point average during the first semester in college. The coefficient of predictive validity for this type of test, depending on the individual test, would be approximately .50, or approximately 15 percent better than chance prediction.

While this gain may seem modest, prediction of success in an occupation is much more difficult and should be approached with much more caution. In fact, Thorndike and Hagen (1959) concluded that tests cannot predict later occupational success. Ghiselli (1966) also emphasized this difficulty in utilizing tests to predict job success and concluded that success in training (.30) is more predictable that success on the job (.19).

These coefficients of predictive validity are for groups. They give odds on the whole in general, on the average, other things being equal. If a counselee asks: "What does this mean to me, personally?," the counselor can only answer in terms of odds or probabilities. In cases where predictive validity is as low as it is for prediction of job success, these probabilities have little meaning for the individual. Because predictive test results have little applicability to individual students, a number of counselor educators are calling for either a moratorium on testing or a drastic revision of how tests are used (Goldman, 1971). While for the most part the questioning of "test and tell" has been a recent phenomenon, as far back as 1959, Rothney et al., stated:

> It is conceivable that much good counseling can be done without use of tests and, indeed, there is evidence that it was done many centuries before standardized tests were available. If all tests were currently eliminated from counseling, it is unlikely that society would recognize the change for many years. Business would go on, schools would continue, and millions of young persons would be satisfied with their choices of training, occupation, marriage partners, and leisure-time acitivites. Research in education, guidance, and psychology has not clearly and conclusively demonstrated that the use of tests has increased the welfare or productivity of any significant numbers of persons despite the fact that millions of them are used annually (p.20).

A number of people who support continuation of testing for counseling have been advocating new ways to utilize test results. Instead of using test data to provide predictions of performance via the correlation and regression model, the discriminant-centaur model for using test data is advocated. Through this model, students are provided with an indication of their similarity to people already involved in a vocational pursuit (Prediger, 1974). While some problems are involved in the use of this model, one of its advantages is that it does not promise, or promote the promise of success or failure. What it does is say to students, "By this score or profile you resemble, at least in these areas, people employed in these fields." Thus, it can be used to promote occupational exploration.

Several other issues need to be examined before utilizing tests: (1) Is the group on which the instrument was standardized comparable to the group with which it will be used? (2) Has the counselee been provided with the opportunity to develop or learn that which is being assessed? (Ganschow et al., 1973). These are very critical questions, particularly when plans are made to interpret the scores according to norm tables provided in the testing manuals, or when attempts are made to assess potential via intelligence, ability or aptitude tests.

The above is merely a cursory summary of some of the problems associated with standardized testing for counseling. For a more in-depth and technical approach to some of the problems, readers are encouraged to consult: Personality Assessment by Richard L. Lanyon and Leonard D. Goodstein (1971); Measurement for Guidance by John W.M. Rothney et al. (1959); Using Tests in Counseling by Leo Goldman (1971); Essentials of Psychological Testing by Lee J. Cronbach (1960); or Buros' (1972) Mental Measurements Yearbook (reviews).

Aptitudes

In general, two types of instruments are used in vocational guidance, aptitude tests and interest inventories. Aptitude, according to Super and Crites (1962), is normally defined as "the capacity to acquire proficiency." Ordinarily the aptitude test is used to predict success in an occupation or field of study. To date, usable individual tests exist relative to the following aptitudes: intelligence, musical talent, artistic ability and aesthetic judgment, manual dexterity, mechanical ability, spatial visualization, and perceptual speed and accuracy (Super and Crites, 1962). Often, individual tests other than for assessing intelligence are not given. Typically large and small schools alike utilize aptitude test batteries. The two most frequently used are the Psychological Corporation's Differential Aptitude Tests (DAT) and the U.S. Employment Service's General Aptitude Test Battery (GATB).

The Differential Aptitude Tests. This is a battery of six aptitude and two achievement tests put out by the Psychological Corporation. The aptitudes measured include: (1) Verbal Reasoning, (2) Numerical Ability, (3) Abstract Reasoning, (4) Spatial Relations, (5) Mechanical Reasoning, and (6) Clerical Speed and Accuracy. The achievements measured under the Language Usage Test include spelling and sentence structure. The tests are designed for use with high school students, grades 8-12, and take about three hours to administer. Norms are available for each grade and scores can be converted to percentiles. Validity data primarily involve prediction of educational achievement in high school and college. For the most part, occupational norms do not exist.

The General Aptitude Test Battery (GATB). This battery measures the nine factors which the originators found to underlie the most valid aptitude tests. The tests provide validity data and occupational norms for: G (intelligence), V (verbal aptitude), N (numerical aptitude), S (spatial), P (form perception), Q (Clerical perception), K (motor coordination), F (finger dexterity), and M (manual dexterity).

The GATB was written for the older adolescent and adult seeking employment through the Job Service but in recent years its use has been expanded in the schools. The battery requires about two hours to administer. Scores are reported on a standard score basis with a mean of one hundred and a standard deviation of twenty. The norms for the GATB are expressed in terms of Occupational Aptitude Patterns (OAP), and cutting scores are designated for the three most important aptitudes characteristic of a group of related occupations. These scores are keyed to the Dictionary of Occupational Titles (Super and Crites, 1962). As far as aptitude tests go, the GATB has perhaps the most extensive research base and is the most useful with the non-college bound.

The blanket use of these batteries might be considered puzzling, if counseling and guidance is viewed as an intimate, personalized affair. It would appear that one individual test with appropriate norms according to the needs of the individual counselee would be sufficient. However, the use of these batteries can be explained in terms of ease of administration, broader norm groups, popularity, and perhaps most legitimately, because individuals are thought to have a number of different aptitudes that contribute to a pattern of potential.

Interests

According to Super and Crites (1962) there are four interpretations of interests and four methods of obtaining data on interests:

1. Expressed interest - The person states whether he likes or dislikes something.
2. Manifest interest - The expression of interest through participation in an activity or occupation.
3. Tested interest - Interest measured by objective tests or opposed to subjective inventory.
4. Inventoried interest - Interest assessed by means of negative and affirmative responses to lists of activities and occupations.

Interest inventories are the most common mode used in assessing interests. Two types of these exist--the so-called "empirical" and the "non-empirical." The Strong-Campbell and the Kuder D D are examples of the former and the Kuder Vocational C H and Ohio Vocational Interest Survey exemplify the latter. The empirical lead to the derivation of scores keyed to specific occupations. The non-empirical lead to the derivation of profiles keyed to areas rather than specific occupations (Herr and Cramer, 1972).

Strong-Campbell Interest Inventory (SCII). The most recent version of the Strong inventory (1973) has combined the separate male and female forms into one condensed form. Items have been revised for sex bias and results have been keyed into John Holland's six occupational scales. Occupational scales have also been expanded. However, the Strong-Campbell test still basically mirrors the Strong Vocational Interest Bank.

Basically, the Strong inventory calls on the subject to indicate if s/he likes or dislikes various occupations, amusements, school subjects, types of

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people etc. Scores are then compared with the scores of people actually employed in a number of occupations. The test is not timed, but mandates computer scoring and readout.

Ohio Vocational Interest Survey (OVIS). The recently developed instrument is based upon the Data-People-Things model employed in the Dictionary of Occupational Titles. The 280 items yield 24 inventory scores reportedly representing the 114 worker trait groups presented in the DOT. These 280 items consist of job activities for which students indicate a degree of liking. As a result of the combination of items, students are given ratings relating to Data-People-Things.

Kuder Preference Record (Form C). On the high school level, the Kuder-Vocational is the most widely used interest inventory. On this inventory students are asked to select which of three activities they enjoy most and which they enjoy least. These responses are combined in regard to ten broad categories of interest:

1. Outdoor
2. Mechanical
3. Computational
4. Scientific
5. Persuasive
6. Artistic
7. Literary
8. Musical
9. Social Service
10. Clerical

Scores are presented in percentiles according to categories. These percentiles are based on large normative samples. No occupational keying exists for the Kuder C.

Other inventories. Two other inventories deserve mention because of their uniqueness and extensive use, the Minnesota Vocational Interest Inventory and John Holland's Self Directed Search.

(1) *Minnesota Vocational Interest Inventory*. This is an instrument constructed to measure the vocational interests of non-professional people. A total of 158 triads of occupationally relevant activities are presented to the respondent, who is asked to indicate which is liked most and least. Thus, the format is that of forced choice.

Scales for the instrument were constructed by comparing the responses of twenty-one non-professional groups with a tradespeople-in-general group. In addition, nine homogeneous scales were constructed from items which intercorrelated. Respondent scores are compared to both sets of scales. The scores on the twenty-one occupational scales purport to show the extent of similarity between the respondent's expressed interests and those of people employed in those occupations. Scores on the nine area scales are said to represent the respondent's likes and dislikes for certain kinds of work common to several occupations.

(2) *John Holland's Self-Directed Search*. This is an interest/behavior inventory constructed to key into John Holland's theory of vocational choice. Essentially Holland's theory classifies personal styles and environmental into six types:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

According to this theory, people manifesting a particular style should, for the optimum satisfaction, select an occupation which has an environment congruent to their style.

The SDS was designed to assess individual behavior styles in terms of his six classifications. The materials provided consist of a workbook and a booklet, "The Occupations Finder." By using the workbook, the respondent assesses activities, competencies, attitudes, and self-estimates of abilities. The result obtained is a three letter code said to represent a preferred style relative to the four areas. These are then computed into a summary code. This summary code is used in conjunction with "The Occupations Finder" to locate jobs with environmental codes similar to the respondent's summary code.

The current state of the art relative to individual assessment is contingent upon one's view of both mankind and the role of counseling and guidance in the schools. If people are seen as more than composites of traits and factors, the utility of standardized scores, which present partial information relative to some norm group at some point in time, is questionable. Gordon Allport in Pattern and Growth in Personality (1965) cites an illustration showing how it is not the parts which are crucial to understanding the individual but the way the parts are organized and interrelated:

	Quality A	Quality B
Individual	Intelligence	Dominance
John	90 percentile	10 percentile
Henry	10 percentile	90 percentile

> Here we are told that John is a very bright fellow but quite submissive; Henry is dull but dominant. So far so good. But may not Quality A interact with Quality B so that a new unit is formed? May not John be a brilliant follower, Henry a stupid aggressor? And the flavor of their conduct will be further altered by their other qualities, so that the emergent pattern is not predictable from the universals. A molecule of water and of peroxide have the same universals--hydrogen and oxygen; they differ only quantitatively (H_2O and H_2O_2), but a small quantitative difference leads to totally unlike products. Try them on your hair and see.

> The problem of individuality, then, is not how John's intelligence or dominance compares with these same qualities abstracted from other people, but how John's intelligence is related to his dominance, to his values, to his conscience, and to everything else in his personality. It is the "inside system" that baffles a conventional science of universals. (pp. 9-10).

Obviously to Allport the "whole" of the individual is greater than the sum of the parts. For him, the outstanding characteristic of man is individuality--uniqueness. Every person is seen as deviating in thousands of ways from the hypothetical average, but it is not the total of these deviations that is his/her individuality. Again, the essence of the individual is the interrelationship or patterning of the parts.

To get to know a person (and no one perhaps even really knows himself or herself) we compare that person's characteristics with three sets of norms: universal norms, group norms and idiosyncratic norms. Or as Kluckhohn and Murray put it:

> Every person is in certain respects:
>
> 1. like all others (universal norms)
> 2. like some others (group norms)
> 3. like no others (idiosyncratic norms)

Universal norms are used when we compare the person with the general population of human beings we have known. An example would be saying that John is tall.

Universal norms shade into group norms. Here we compare with others in this or that group, e.g., if we say John has an I.Q. of 90 we mean that he scored slightly below average for the group that has been tested with a particular instrument. After we really get to know John we set up our own expectations for him. If one of his actions does not fit our expectations, we say "he's not himself today." To understand John we need to get to the individually prescribed norms. John has many characteristics similar to all humans, and many that resemble his cultural fellows, but to know him we need to know how he weaves them into his own unique system.

Assessment as typically carried out, involves getting to know a student in relation to group norms. Yet, if Allport is correct, this is insufficient. Counseling is, or should be, an intimate, personalized affair--an affair through which the counselor attempts to facilitate the personal, social, psychological and vocational development of the client. In this quest the counselor is charged with helping each student cope better, make better decisions and understand himself or herself better. To achieve this the counselor must come to know his/her counselees well--to know each person's idiosyncratic norms. This requires assessment beyond the use of standardized norm-referenced tests.

Psychologists have employed a number of procedures in an effort to understand individuals. Some of these methods have been largely untapped by counseling and guidance practitioners.

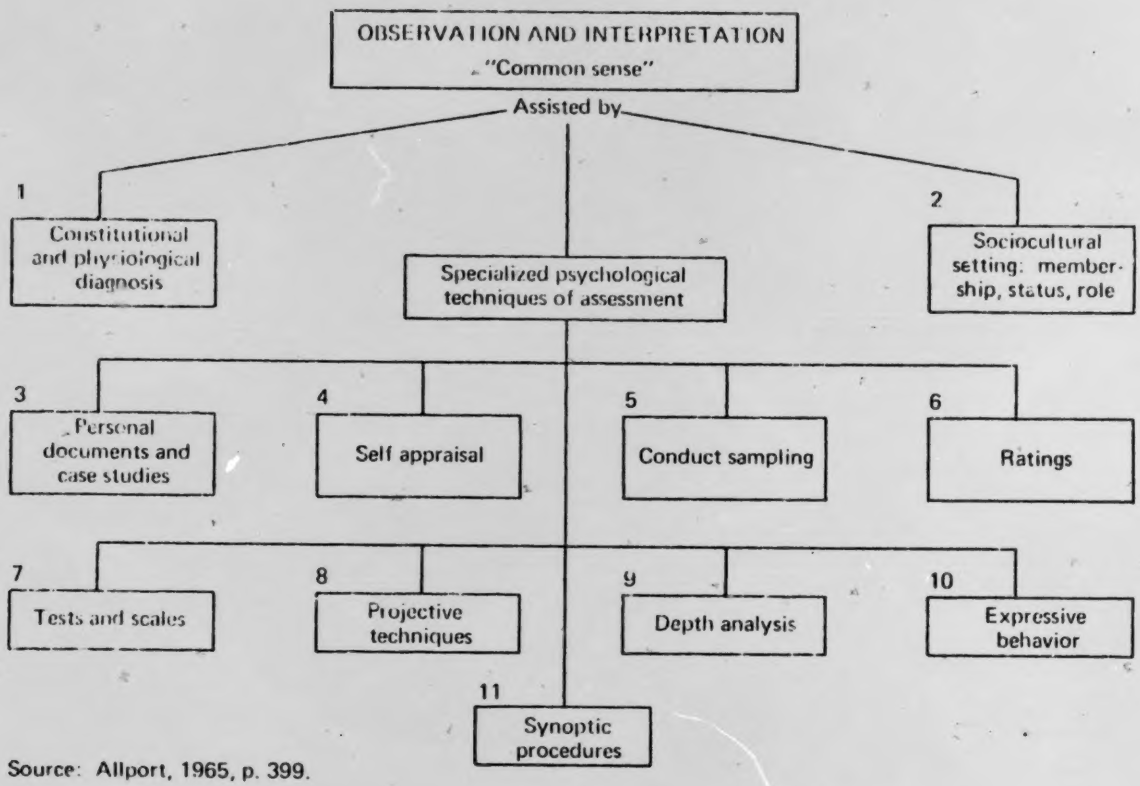
Allport (1965) presents a graphic tabulation of how these many methods can be classified (Figure 2). Each of these major methods breaks down into subdivisions which lead to the conclusion that there is no one best way to understand another human being. Most of the techniques that are employed do lead to comparing people to one another. What is needed is pioneering work in enabling intrapersonal rather than interpersonal comparison.

Career Guidance Assessment

Individual assessment in career counseling can only be viewed as very limited in scope. If the function of career guidance is to promote the career development of each student, we have to know not only the specifics of what we are trying to promote and what activities will promote them, but we have to get to know each of our students well. Consequently, relying on interest inventories and aptitude tests cannot suffice.

Figure 2

A Classification of Assessment Methods


OBSERVATION AND INTERPRETATION
"Common sense"
Assisted by
1
Constitutional and physiological diagnosis
Specialized psychological techniques of assessment
2
Sociocultural setting: membership, status, role
3
Personal documents and case studies
4
Self appraisal
5
Conduct sampling
6
Ratings
7
Tests and scales
8
Projective techniques
9
Depth analysis
10
Expressive behavior
11
Synoptic procedures

Source: Allport, 1965, p. 399.

Not only are aptitude tests and interest inventories insufficient in themselves, but they may be inappropriate when used in conjunction with other assessment procedures. Aptitude connotes that which is innate. That which is innate is not subject to direct measurement. Consequently, what occurs is a measurement of performance. From this performance measure, inference is made as to what is innate. If the content items of aptitude tests are examined with no title regarding their origin, it is difficult, if not impossible, to differentiate them from achievement test items. If they do not differ, the performances from which we are inferring innate abilities are learned performances.

Before we can accurately infer innate differences based on differential performance, we have to assume equal opportunity and motive to learn those things tested. In addition, we have to assume equal motivation during the testing process, equal conditions during testing, scoring, etc. Beyond these general problems are a number of statistical and technical problems (standard error, incremental value of items, appropriate norm groups, criterion groups, and so on). However, the major concern should be the impact of testing on the indiivdual student. If students interpret aptitude test measures of their innate abilities, the use of these tests must be questioned.

The use of these tests is questionable because of the problem of accurate inference from test results to aptitude, the minimal predictive efficiency of the instruments, and the dangers associated with misinterpretation by students. It would seem that if achievement tests and aptitude tests include essentially the same kinds of items, and correlate highly, then achievement tests are preferable because the results of acheivement tests are less subject to misinterpretation. A number of counselors and counselors in training have responded to this statement by saying that achievement tests do not provide them with much assistance in helping their counselees select careers. Yet, helping students select appropriate careers is a predictive task. The vocational predictive validity of aptitude tests for groups barely exceeds chance, and for individuals it is nil. Consequently, these tests cannot be validly used for prediction of vocational success.

Interest inventories suffer from additional problems and are, as typically employed, more insidious. Technical critiques of each are beyond the scope of this effort. However, counselors and their students should be aware of the following general limitations:

1. Scores can be faked deliberately or without awareness.
2. Titles of the instruments are simply christenings by their authors.

3. The vocabulary used is a source of confusion to the subjects.

4. Many of the instruments force the subjects to make choices among items about which they have neither knowledge nor concern. They may also require choices between items of unequal familiarity.

5. Use of particular scoring methods in order to get so-called "objectivity" limits the subjects' expressions of enthusiasm or concern.

6. Statistical methods used in construction and norming of the instruments are questionable.

7. Results are subject to misinterpretation by those who use the instruments.

8. Evidence of the predictive validity of the instruments is either nonexistent or questionable.

9. They rely on self-estimates known to be highly invalid.

10. The cultural background of the subject is not given adequate consideration.

11. They suggest stability of personaltiy, and hence encouragement of counseling of subjects as they are, without consideration of what they may become.

12. In extreme cases of high interest or disturbed personality they may simply elaborate the obvious.

13. They discourage experimentation because they seem to provide a large quantity of numerical scores for rapid calculation. (Rothney et al., 1959) (pp. 284-285).

One problem, somewhat technical in nature, requires some explanation: the matter of interpreting ipsative scores. Most of these instruments contain forced choice items; consequently, choosing one option as a "like," for example, precludes choosing another one in the same triad. Thus, items are not independent. The respondent is, in fact, required to indicate number of endorsements or likes regardless of whether or not this degree of "need" exists. The result is a rank order of interests for the respondent allowing comparisons intra-individually. Since these rank orderings were not independently arrived at, inter-individual comparison is at best difficult. The forced choice format yields scale scores not independent from one another because an elevated score on one dimension will force a lower on another. Since most statistical operations require independence of scores, interpretation of results is difficult. Bauernfeind (1962) concludes that the most accurate interpretation that might be made regarding ipsative measures is as follows:

> Your interests in artistic activities are higher--we don't know how much higher--than your own average interests--whatever that is--relative to the interests of other boys in the national norms groups (Bauernfeind, 1962).

In light of the above, the counselor should ask himself or herself before using any interest inventory: Is it worth the time and the cost? Does it add significantly to what the student already knows? Martin R. Katz, in reviewing the 1969 revision of the Strong test for the Mental Measurement Yearbook (Buros, 1972), cites a number of research studies which indicate that expressed interest is at least as great as the predictive validity of inventoried interest. The time required to assess students' expressed interest is only a small fraction of the time required to complete any of the interest inventories. The relative costs even more impressively favor gaining ratings of expressed interests.

One is left to conclude that there is little interest inventories can offer to help students take their next step. In light of their high cost and poor validity, they offer little assistance to counselors and may potentially damage counselees.

Summary

In light of both the current limited assessment efforts and the plethora of additional possibilities which exist, assessment services require reconceptualization. We should review the goals of guidance and reorder assessment techniques and procedures to fit those goals. Consideration must be given to the multiple duties counselors now perform as well as the constraints of time, money and resources.

If guidance has the responsibility to foster growth by providing students with process skills, assessment procedures must be developed beyond test and tell. We know that on the average, people change jobs at least four times during their working years. Assisting them in self understanding by standardized procedures or by procedures that require the intermediation of a counselor, does not provide them with the self-understanding capability required to prepare them for job changes. Procedures must be found which will develop this capability. Holland's Self-Directed Search is one possibility, but other techniques need to be identified or developed.

If idiosyncratic patterns (norms) of behavior need to be acquired to understand an individual and to facilitate that person's understanding of self, procedures must be developed to gather, record and collate the necessary data. Preparatory to this, we need to develop criteria to assure that valid data is obtained. In setting up such criteria the counselor must be concerned to select information based on the nature of the counselee's problems. Without criteria to guide in the selection of materials and methods, the counselor may collect much useless data and overlook important information. Tentative criteria cited in Counseling the Individual Student (Rothney and Roens, 1949) include:

1. Any datum about an individual that assists in the understanding of his/her behavior must be given due consideration.
2. Any datum about an individual that is to be used in his/her guidance must be appraised accurately, fully, and economically.
3. The culture in which the individual is reared must be thoroughly examined.
4. Longitudinal data must be used in the study of the individual.
5. Conceptualization must be continuous as each separately evaluated datum is added in the study of the individual. (p. 65)

While this list does not necessarily contain all the most important criteria, if used, current practices of data collection would greatly improve.

Im summary, the state of the art regarding individual assessment (inventory) in schools, in general, is weak. Given the goals of guidance, there is an obvious need to develop new and improved methods for assessment. Furthermore, guidelines are needed for generation, collection, and collation of data.

Section B: Needs Assessment

Background and Statement of the Problem

As a first step in organizing and implementing a career guidance program it is necessary to determine where students are in relation to where it is perceived they should be in their career development. This discrepancy analysis is the framework around which one can develop a needs assessment program.

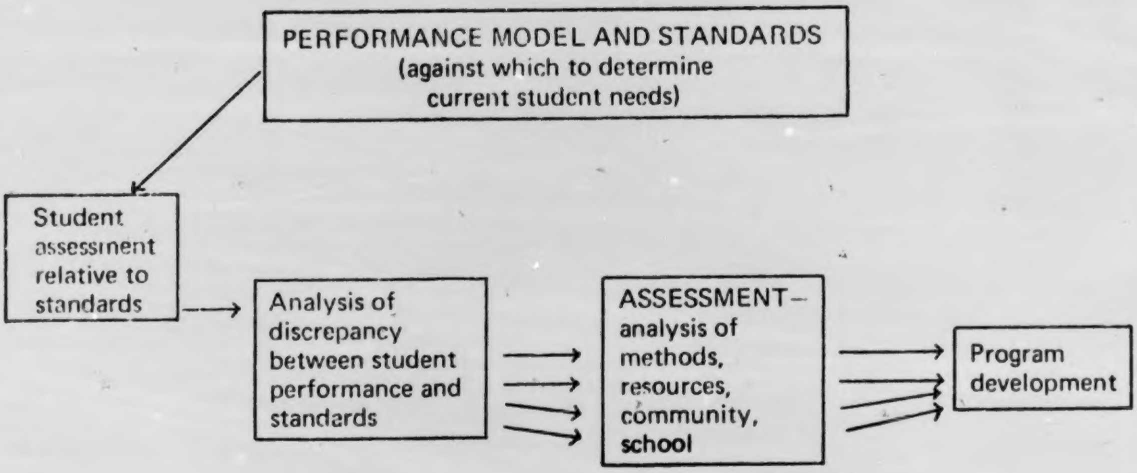
The discrepancy between where they ought to be and where they are represents their "needs." These needs should serve as the basis to develop program goals. For example, if the program standards maintained that students entering ninth grade should know at least five occupations in ten clusters, and assessment determined that significant number of students knew five in only two clusters, one of the program goals would be to eliminate this discrepancy.

$$\boxed{\text{Standard}} \quad \text{minus} \quad \boxed{\text{Observation}} = \boxed{\text{Discrepancy}} \text{-----} \boxed{\text{Program Goal}}$$

On the surface, this appears to be a very straightforward task. However, a number of preliminary questions need to be asked: (1) What are appropriate standards for students in this community? (2) What is the optimum method for assessing needs in relation to this standard? (3) What would or should constitute a significant discrepancy relative to the standard in question? (4) Where, in terms of priority, does this discrepancy stand relative to all discrepancies delineated? (5) Are there feasible methods and available resources to attach this discrepancy? and (6) Is addressing this discrepancy politically acceptable?

More than a survey of students is needed. Also mandatory is an assessment of methods, resources, and significant others in both the school and the community. These significant others include parents, teachers, administrators and community leaders. Support from significant others is needed if the career development program is to change school policy or lead to reallocation of resources.

Once needs are assessed, human and physical resources determined, and attitudes and values of significant others described, program planning can begin. Following is a diagram representing the necessary phases of needs assessment.


PERFORMANCE MODEL AND STANDARDS
(against which to determine current student needs)
Student assessment relative to standards
Analysis of discrepancy between student performance and standards
ASSESSMENT– analysis of methods, resources, community, school
Program development

Client Assessment

Some questions to consider: Who do you assess? What do you assess? When do you assess? How do you assess? How do you handle the data you obtained and feed it back into the system and to the students?

Who do you Assess?

If the program is K-12 and oriented toward developmental tasks, it is important to gain information on the developmental status of all students. In addition, since the ultimate goals of the program are to prepare people for their post-school experiences, it is almost important to survey those who have left school either by graduating or dropping out.

Current Students. Assessment of current students helps determine both where they are on the career development ladder and the value of programmatic efforts to meet their career development needs. In essence, once a career development program begins, assessment of students becomes a means to evaluate programs and methods.

School leavers. By including dropouts, transfers, and graduates in assessment efforts, we obtain the real "proof of the pudding." Since career guidance programs are directed at promoting career maturity, including facilitating the transition from school to work or other acceptable alternatives, we can determine the degree to which we achieve our ultimate goals. These people provide us with feedback on the overall value of the program and keep us current on new and emerging needs.

What Do You Assess?

What you are to assess depends on the developmental goals of your program. If specific needs have been addressed programmatically, assessment should certainly include these. However, students should also be assessed relative to overall development criteria in order that additional needs can be identified and student development recorded. Essentially, assessment monitors development.

When Do You Assess?

When you assess depends on the program mode. If career development is viewed as a continuous process beginning at birth and perhaps never reaching an ultimate culmination, assessment can take place any time. For assessment to take place, standards are needed against which results can be compared.

The foregoing presupposes the existence of a program designed to facilitate career development. If none exists, assessment should precede the inauguration of such a program. Unless this is done, resources may be used inappropriately, and needs may be ignored. When new programs have been implemented, reassessment should be conducted to evaluate them.

Prior Students. If the program states or implies lifelong impact, assessment of program goals would entail lifelong follow-up of former students. This, is not feasible. So state goals which are attainable during a feasible time period. For example, if one of the program goals is to have students possess the requisite skills to obtain employment, determining whether or not they possess these skills. The time to obtain this information for both evaluation and feedback purposes would be at the point where a significant number had recently engaged in work-seeking behavior. Therefore, a one-year follow-up would seem to be appropriate.

How Do You Assess?

Assessment is to determine overall group needs in preparation for programming. It can be distinguished from individual inventory or testing in preparation for counseling because in this vein assessment is a group rather than an individual affair. We are not primarily interested in where Janey and Billy are relative to where they ought to be, but in the general group needs relative to some standards. Assessment in this genre does not involve the delicacy or preciseness that individual inventory requires. What we need is a general picture of the group's developmental needs. And we need to acquire this picture in an optimally cost effective way. A straightforward questionnaire appears to be most appropriate when the following factors are considered:

1. Cost - assessment could require extensive use of standardized measures. These are expensive.
2. Norms - in many schools the student population may differ radically from the groups on which the standardized instruments were normed.
3. Time - to explore all of the domains of interest through standardized measures would be inordinately time consuming.
4. Localization - locally constructed surveys can be tailored to the program and the population.
5. Administration - questionnaire surveys do not require the specificity of administrative conditions.
6. Scoring - many standardized procedures require machine or computer scoring, increasing the cost and creating a time lag.

7. Interpretation - the use of diverse standardized measures would require a difficult synthesis in order to make the data meaningful.

8. Interpretation to students - we live in a time when standardized instruments are frequently viewed as revealers of truth; this makes interpretation of standardized results difficult at best.

While questionnaire surveys seem to be most feasible for global assessment, if intensive assessment or evaluation of a particular facet of career development is needed, then selection of an appropriate standardized instrument would perhaps be better. The probelm involves identification of the appropriate instrument.

Review

Career guidance objectives essentially represent a series of statements regarding where students, in general, ought to be in terms of group career development norms. Very often this "ought to be" is based upon theoretical presuppositions and is not supported by empirical data. Nevertheless, once a model has been adopted, these objectives become the developmental goals for the guidance program. The next step, in terms of program organization and implementation, is determining where students are relative to where they "ought to be." This determination is the first stage of a needs assessment.

Standardized Instruments

For assistance in selecting a standardized instrument for assessing some aspect of career development, one can turn to the Handbook for the Evaluation of Career Education Programs (Developmental Associates, Inc., draft, 1974). During 1974 and 1975 a nationwide search and review of instruments which measured career education objectives was conducted as part of the study for this state of the art report. Over one hundred instruments were reviewed during two separate panel meetings. The panels recommended ten instruments for use and another four as promising.

The ten included:

1. Career Development Inventory (CDI)
2. Youth Inventory
3. New Mexico Career Education Test Series - Career Oriented Activities
4. Piers-Harris Children's Self Concept Scale
5. Coopersmith Self Esteem Inventory (long form)
6. How I See Myself
7. Assessment of Career Development (ACD)
8. Career Maturity Inventory (CMI)
9. Differential Aptitude Test (DAT)
10. Self Observation Scale

Those recommended as promising included:

1. New Mexico Career Education Test Series - Career Planning, Job Application, Career Development
2. Minnesota Cognitive Questionnaire for Career Education
3. Orientation of Career Concepts
4. Employment Readiness Scale

Recommendations were made and data were presented on what the tests actually measure, how they correspond to common career objectives, and what their limitations are.

Of the instruments approved by the panel, two are worth specific comment because they attempt to assess student career development needs in a comprehensive fashion--The Career Maturity Inventory (CMI) and Assessment of Career Development (ACD).

The Career Maturity Inventory. This instrument, developed by John O. Crites, is designed to assess what its title states--career maturity. Donald Super has provided the conceptual basis for this instrument. Essentially the CMI consists of two types of measures, an attitude scale and a competence test. The Competence

Test is actually a composite of five subtests: (a) Knowing Yourself (Self-Appraisal); (b) Knowing About Jobs (Occupational Information); (c) Choosing a Job (Goal Selection); (d) Looking Ahead (Planning); (e) What Should They Do? (Problem Solving). In these tests hypothetical situations are presented and the individual is asked to choose one of five courses of action. The Attitude Scale attempts to assess the dispositions the individual has toward career choice and entering the world of work. Five dimensions are covered: (a) Involvement in the choice process; (b) Orientation toward work; (c) Independence in decision making; (d) Preference for career choice factors; (e) Conceptions of the choice process.

While the original pool of items for this instrument was rationally derived, the final selection of items for inclusion was based upon empirical considerations. Those items which differentiated among age and grade levels were included. Norms have been developed for grades 6 through 12.

Assessment of Career Development (ACD). This new instrument (1974) put out by ACT is designed for use with eighth through eleventh grades "as part of a school's developmental career guidance program." Its stated purpose is to help counselors and administrators gain the information needed to plan and develop a career guidance program and to assess programs already initiated. The scales in the ACD are structured on the following career development components:

(a) Occupational Awareness
(b) Self Awareness
(c) Career Planning and Decision Making

The Occupational Awareness components include items dealing with occupational knowledge (occupational characteristics and occupational preparation requirements) and exploratory occupational experiences (formal and informal). The components related to Self Awareness include preferred job characteristics (job values and working condition preferences), career plans (educational plans, occupational preferences, certainty of occupational preferences), and perceived needs for help. Career Planning and Decision Making include career planning knowledge (basic career development principles, reality factors, career planning process) and career planning involvement (seeking information, doing and experiencing, focusing information and experience, making career plans). In addition, students are asked to indicate their reactions to career guidance experiences. Also provided is the option to include up to nineteen locally developed items. A group summary report as well as a list of the individual reports are provided. Results can be compared to norms (national or local) or to performance levels expected by the schools. Guidelines for determining expected performance levels (EPL) are provided.

The employment of instruments such as the ACD or the CMI requires more than mere administration. Concepts and items need to be analyzed to see if they include those of local concern. These instruments are based upon the author's conception of vocational maturity, and of what subject matters must be mastered to develop vocationally. If local program planners and developers have a differing conception, to employ either of these instruments would be to measure by the wrong yardstick.

While ACD does allow locally selected criterion-references assessment, the selection of criteria at this juncture would undoubtedly involve subjective judgment. What is needed are empirically validated standards and criteria. In the words of Garth Sorenson (1974):

> Given my view of counseling and program evaluation, it seems to me that we need a criterion-referenced test battery that samples the entire domain of knowledge and skills that a student must master in the process of preparing for a career. Such a test battery would not necessarily show a student's rank in relation to other students. But the battery I am imagining would provide detailed information about what a student has learned at a particular point in his career

> and what he needed to learn next. It would reflect counterproductive as well as productive learning. Such a test would be truly diagnostic in that it would not only report a student's standing in relation to an absolute norm, but would also indicate his specific weaknesses and the kind of training he needed to correct those weaknesses. It would be valid for curriculum evaluation. Such a test would be complex and might be time-consuming; it would probably need to be constructed as a part of an instructional system. (p.56)

Several problems accrue relative to needs assessment in a systems approach. Foremost among them are determination and specification of goals and behavioral objectives against which students' current performances are assessed. Standards relate to standardization which, in some aspects, is contrary to the ends of guidance, but which appears to be the cornerstone of a "systems approach." Outputs are prescribed, inputs are measured, and the process is monitored until those prescribed outputs are achieved. Means to the ends (outputs) are viewed as only relevant to the degree that they produce the prescribed outputs. While the systems approach provides guidance, provides a way of planning, development, implementation and evaluation for individual or group guidance acitvities, it must provide more than all that. In essence, a guidance program needs to provide each student the personal attention reflecting his/her unique characteristics. Counseling is a personalized, intimate affair in which the counselor serves to promote the individual humanness of each counselee. It is this personal dimension that is the essence of counseling and guidance, and it is this personal dimension which differentiates counseling and guidance from other disciplines. Prescribing goals for a group, organizing activities to assure the achievement of the goals and objectives robs guidance and counseling of this unique dimension. Group assessment, planning and evaluation are better left to those disciplines where students are treated as groups.

Counseling is always a personalized affair; always, because even regarding vocational matters, there are personal choices to be made. In many cases with many students, particularly when vocational matters are of central concern, there may be similar situations and patterns of development. However, there must be some one person who accepts the responsibility for assisting the individual in analyzing unique personal problems. To such situations someone must bring particularized knowledge of the individual in order to help that person with developmental needs. This someone must be ready to adapt techniques and methods to fit the manifest needs of the individual.

Group techniques, such as classes in occupations, or infusing occupational information into curricular offerings, may assist individuals in making vocational choices. Information from such classes may stimulate the student to make a more thorough examination of a proposed occupation. However, given a responsibility to serve each student, the classes must be supplemented by a counselor's individual work with each student.

In a similar vein, the specification of performance objectives appears to be antithetical to a guidance approach. The gestalt of individual human development, the concern of the counselor, cannot be broken down into finite parts. A summary of Johnny's performances in terms of behavioral objectives gives us no real picture of him. What we need is a synthetic conception of the "whole" of Johnny, not an incomplete enumeration of the parts.

The Role of Group Assessment

Since the purpose of guidance is to serve individuals, needs should be individually determined. While the counselor can serve the individual in more ways than through individual counseling, it must be remembered that individual counseling is the heart of a counseling and guidance program. As such, time to perform this vital function must be closely guarded. To obtain additional time for individual counseling and in preparation for individual counseling, certain kinds of group assessments can apply. But, in doing group assessment, the counselor needs to remember that the students and not the economy, social order, or school, are his/her concern. Group assessment should entail determination of student needs as perceived by students, not as determined by discrepancy between prescribed standards and behavior. What needs to be developed are methods and materials to determine student self-perceived needs and the means to translate these methods and materials into goals amenable to group practice. If such a translation can be effected, not only will the counselor benefit from the increased time made available by group assessment, (to provide personal attention to the individual student), but the student will enjoy the benefits of support and feedback from the group.

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

Background:

The Career Counseling Service is presented as one in which the counselor meets face to face, one to one, with the counselee to foster positive growth and development rather than to focus on therapy or crisis intervention. While the impact of school counseling can be therapeutic, this is not its main mission. Unlike clinical counseling, school counseling is predicated on prior activities and experiences which are also designed to facilitate developmental goals. All individual interviews, if the long range purpose is consistent with program goals, are viewed as counseling interviews. It is our view that school counseling should be based on counselor initiated sessions. By so doing the counselor can better serve the needs of each student. An organized call-in counseling service, predicated on prior experience and expressed need by clients and followed by coordinated development experiences, can be handled within the time framework provided in the school and yet permit time for self-initiated service as well.

Given the proper backdrop of prior experiences through these counselor-initiated sessions, the students should come to know counseling as a means to communicate questions, examine issues, make decisions, solve problems, and lay plans for the future. These should and can occur in the limited time allotted if well organized and well timed.

Purpose:

The purpose of this unit is to:

1. Provide materials to assist students in relating the career counseling interview service to the other guidance services.
2. Provide students with models, techniques and practice in working with individuals manifesting vocational problems.

Content:

Lessons in this unit include:

Lesson 1 - "Background and Issues in the Career Counseling Service"

Lesson 2 - "Role Playing Typical Cases"

The first lesson includes background readings to be used as a basis for discussion. The second lesson consists of role playing exercises with counselees presenting "typical" career concerns. Included are suggested techniques for working with these "typical" cases.

Limitations:

The lessons presented are of limited scope. It is expected that students will have had prior training in counseling theories, tools and techniques. If this is not the case this unit will have to be greatly expanded, deleted or given only cursory attention.

Supplementary Readings:

Crites, J. "Career Counseling: A Comprehensive Approach," *The Counseling Psychologist*, 6, (3), 1976.

Hartz, J. and Kosmo, S. *Career Counseling in the Rural School*. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1977, pp. 77-107.

Severinsen, N. *Career Guidance: An Individual Developmental Approach*. Columbus, Ohio: Merrill, 1973.

Sanborn, M. "School Counseling: Emphatically Not Therapy," *The Counselors Handbook*. Farewell, G. et al. (Eds.). New York: In text, 1974.

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

Lesson 1: "Background and Issues in Career Counseling as a Service"

Instructional Goals:

The purpose of this lesson is to assist students to:

1. Perceive and understand the career counseling interview service in relation to the other career counseling services.
2. Contrast the school counseling interview service with the counseling interview in clinical settings.
3. Review the use of the interview for multiple purposes.
4. Compare vocational problem centered counseling interviews with other problem centered interviews.

Classroom Procedure:

At the end of a prior class hand out the two following readings; "The Career Counseling Interview Service" (pp. 149-170) and "Synthesis-Career Counseling" (pp. 171-176). The first is an excerpt from Career Counseling in the Rural Schools. The second is a synthesis from Crites, J. "Career Counseling: A Comprehensive Approach" The Counseling Psychologist, 6, (3), 1976 which was prepared by P. Perrone.

These readings can be used as a background for discussing the career counseling services.

Questions for Discussion

1. In a school guidance program how does the counseling (one-to-one) service interrelate with the other services? How does it differ?
2. Based on the first reading, "The Career Counseling Interview Service," how does the school counseling interview service differ from counseling interviews conducted in a clinical setting? How do the goals differ?
3. What is your reaction to viewing interviews other than the problem-centered interviews as counseling?
4. Is problem-centered counseling feasible in the school? Why? Why not?
5. Based on both readings, how would you compare the vocational problem-cented counseling interview with other problem-centered interviews?

When discussion of questions is completed:

a. Review the basic classification of presenting vocational problems.

b. Review methods and techniques for working with individuals presenting vocational problems.

Role playing might be used to demonstrate problems and methods as a supplement to the summary presentation above.

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling Interview Service

Lesson 2: "Role Playing Typical Cases"

Instructional Goals:

The purpose of this lesson is to:

1. Provide students with role playing experience in counseling interactions with people manifesting typical career problems.
2. Demonstrate the use of particular techniques in counseling with people manifesting typical career problems.

Background:

While each person is complex, deverse and unique, there are some common individual career problems which typically crop up. Before covering these stereotypical problems it may be important to reiterate that whenever a counselor begins an interview, no matter what the counselor plans, he/she should begin the interview in a counselee centered manner. This is crucial because the counselor may have a concern or problem of a more pressing nature than that for which the counselor has made plans. Moreover, by beginning in this manner, the counselor can make sure that rapport with the counselee is maintained. If there is no concern of a more pressing nature, then the counselor can "shape" the interview to address those matters for which plans were made.

Typical counselee problems school counselors encounter are those manifested by what we have labeled: (1) "the non-chooser"; (2) "the impossible dreamer"; and (3) "the first stepper." We believe that frequently, despite individual differences, a particular set of procedures can be followed in working with each of these "types."

Classroom Procedures:

Tell students that we are going to do some practice career counseling interviews. Ask for three volunteer counselors. Then ask for three volunteer counselees.

"The Non-Chooser"

Take the first counselee aside. Tell him/her, "You are a high school senior who is going to see the counselor because you haven't made a career choice yet. You are going to graduate in a few months and need to make a decision as to what to do next. You view the counselor as the expert.

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You think the counselor can give you some tests that will tell you what to do, what will make you happy and productive. Be demanding. Tell the counselor you want his/her expert help. Tell the counselor you want some tests."

Once the counselee is programmed, set up a fish bowl setting. Set the stage for the class. Tell them only, "The counselee is coming in on his/her own accord to see the counselor about his/her career plans. It's February and he/she will graduate in June." Tell the class to pay close attention to what is transpiring during the interview. Ask them to take notes on:

1. What they think the counselor does well.

2. What they might do differently with this individual.

After the role playing interview has progressed to some resolution, or as soon as it bogs down, stop the role playing and process what transpired.

Ask for:

1. A statement of the presenting problem/concern.

2. Review of what the counselor did.

3. Reactions to how the counselor handled the situation.

4. Suggestions how a counselor might work with a "non-chooser". (Here it might be helpful to have students make suggestions on a step by step basis, i.e.;

    (a) What would you do prior to the interview?

    (b) How would you begin the interview?

    (c) Once you knew what the counselee wanted, once the concern was in focus, where would you begin?

    (d) What, if any, tests would you employ?

    (e) What other tools, if any, would you use?

After students have made suggestions, hand out "Helping the Non-Chooser." Ask them to compare and contrast suggestions made with their suggestions. Discuss differences.

"The Impossible Dreamer"

Take the second volunteer counselee, "You are a senior. You have made a career choice. You want to study to be a lawyer. You haven't been much of a student in the past. You don't score very well on tests but you're facinated by the field of law, you think you'd be great in the

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courtroom. Besides lawyers make good money, live in nice homes, etc. Your family is relatively poor, no one has ever gone on to college let alone become a "professional."

Tell the counselor and class: The counselee is a senior. The counselor has called him/her in for a senior interview to discuss his/her career plans. This counselor doesn't believe in reviewing an individual's file before an interview. He/She doesn't want to "program" what will happen."

Again, tell the class to pay close attention to what happens and make note of:

1. The presenting problem or concern.

2. What the counselor does well.

3. What he/she would have done differently.

When the role playing session has progressed to some resolution or has reached a dead end, process what has taken place.

1. What was the presenting problem? If this has not been identified, provide students with the following information from the individual's files.

	1st Three Years	1st Semester Senior
Grades	6 D's	2 D's
	9 C's	3 C's
	3 B's (Phy Ed)	A (Phy Ed)
Test Scores	I2 Percentele Score	
	9th grade 44%	
	11th grade 41%	
Reading	Reading Percentele Score	
	9th grade 27%	
Teach Comment Summary –	Well behaved, tries hard, does work but experiences difficulties with it.	

Reiterate the question regarding the presenting problem. When it is identified ask:

2. Would you review a student's file before an interview?

   a) What would you look for?

    b) Is there an order or sequence you would use in reviewing a file?

3. In working with the student with an apparent "impossible dream" what obligation do you feel to assist that person in changing plans?

4. If you decided to help the student change to something more realistic, how would you do it?

    a) Where would you begin?

    b) What tools, if any, would you use?

After students have made suggestions, hand out "The Impossible Dreamer" and "Processing Data from Student Records." Have students compare and contrast suggestions cited in hand outs with their own proposals.

"The First Stepper"

Take the third volunteer counselee and tell him/her, "You are a senior. It's early in the Fall. You have explored numerous career alternatives. You have boiled them down to two. (Ask the role playing counselee to reflect on his/her past to see if this ever occurred to him/her. If it did use those two as the alternatives. If not, decide with him/her what two alternatives would be bent to use.) You want to check these choices out with someone in the know, and perhaps get some assistance in making your final selection. You make an appointment with the counselor for this purpose."

Set the stage for the counselor and the class. "Your counselee has made an appointment to talk to you about his/her career plans. It is early in the Fall of his/her senior year. He/She is a new student so there are no records or files to guide you."

Tell the class to pay close attention to the interview and to make notes on:

a) The nature of the presenting concern/problem.

b) What the counselor does well.

c) What you would have done differently were you the counselor.

Once the interview has reached either resolution or has bogged down, ask the students:

a) What was the presenting concern/problem?

b) What did you think the counselor did well in handling this concern/problem?

c) What suggestions do you have for working with students who have either made a tentative choice or have several choices they wish to compare?

1) How would you begin?

2) What tools might you use?

Handout "The First Stepper." Have students compare and contrast their suggestions with those contained in the handout. If students have has no prior training in using the tools of the information service either make reading assignments for the same or pass out "Using the DOT" and "The Occupational Outlook Handbook" (provided with prior lessons).

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

"Processing Data from Student Records"

The key to using student records in preparing for the interview is expressed well in an old Indian proverb, "To understand another, attempt to walk a mile in his moccasins."

Try to review all data from the view point of the student. For example: (a) try to picture where the student lives--what it would be like to live there; (b) try to picture and feel what it would be like to be in that family; (c) try to picture what it would be like to have done the things he/she has done, to have experienced his/her accomplishments, failures and problems. Proceed through all the data in this manner.

Once you have done this, attempt to formulate tentative answers to the following:

1. What is this person's usual behavior with other people?
2. How does this person perform on both assigned tasks and during self-chosen activities?
3. What is unique or outstanding about this individual? What is the things, or several things, that distinguish him/her from his/her peers?
4. What is/are this person's needs?
5. What assets are available in this person's environment for working with him/her as a counselee? What unique aspects of this person's environment can be of assistance?; and
6. What limitations or handicaps has this person overcome, failed to overcome, or must continue to face? What does the longitudinal pattern of this person's behavior suggest about the likelihood of change or continuity in behavior?

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Handout

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

"Helping the Non-Chooser"

Frequently the counselor will meet counselees who have made no vocational choice, are unwilling to do so, or want someone else to make the choice for them. In these cases the counselor should begin by assisting the counselee to engage in self-exploration. He/she should help the counselee review past experiences, needs, values, ambitions, interests, abilities, and so on. How much self-exploration the counselee must engage in is contingent upon the individual in question.

Once the counselee has a reasonable self perception regarding interests, abilities, and values and is able to translate these into:

1. a reasonable conception of what she/he wants out of life,
2. an idea of what role an occupation is to play, in terms of what she/he wants out of life, and
3. an assessment of what she/he has to offer--or can acquire--in order to attain what she/he wants. Then she/he can begin to explore occupations.

What the counselor should do from this point on is contingent upon the complexity of the demands of the counselee. If the counselee only wants a job that she/he is capable of doing and for which she/he needs no preparation, the counselor can utilize follow-up studies and community surveys. If, however, the individual counselee's aims are more complex and diversified, she/he may need assistance in exploring possibilities in a wider variety of occupations. An excellent tool in this instance is the Dictionary of Occupational Titles. (Instructions on how the counselor would employ the D.O.T. for this purpose are contained in an accompanying lesson.) A computerized information bank such as WOIS (Wisconsin Occupational Information Service) is also good. Either source can be used to explore possibilities by occupational groups or worker traits.

Typically, the non-chooser says, "Won't you give me a battery of tests so that I can find out what occupation I should enter?" All too frequently, this counselee is given tests or inventories for this purpose. However, the procedures outlined above are more effective in helping the counselee find something that may be amenable. These procedures can be used in such a way as to allow individuals to take responsibility for their own actions--a key counseling goal. In contrast, tests take away individual responsibility. At best, interest and aptitude test data should be used as secondary tools. A review of the individual's past history and personal characteristics as gained through an ongoing individual inventory service is far more important.

Despite the counselor's efforts with the individual who hasn't chosen or will not choose, this individual may not end up with an ideal occupational

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Developed by John D. Hartz, Wisconsin Vocational Studies Center, May 1977 choice. However, the counselor's efforts will not have been wasted if she/he has assisted the individual in knowing himself/herself better and knowing more about occupations. The counselor will have better prepared the counselee to make a wiser choice when she/he finally does, or must, choose.

Non-choosers are students who frequently can best benefit from group presentations or group courses in occupational exploration. These courses can at least make individuals aware of the many possibilities that exist in the world of work. Courses in occupational exploration can also assist these students in becoming aware of the importance of vocational choice. Thus, while group presentations cannot substitute for individual counseling, they can in fact help people be better prepared for individual counseling when that opportunity occurs.

Handout

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

"The Impossible Dreamer"

Perhaps the most difficult task the counselor faces in career counseling is working with the individual who seems to have made an impossible choice. This is the individual who comes in for assistance on how to enter and succeed in a career choice which seems most inappropriate in light of past performances and experience. Here the counselor's job is to utilize information to assist the individual in realizing that she/he has made an apparently inappropriate choice.

While there are a number of things a counselor can do when she/he perceives a choice as inappropriate, the problem is far more complex than it appears on the surface. Because individuals are changeable and changing, very often past performance is not appropriate for predicting future success. Almost every counselor has memories of individuals who went into training for a career which the counselor thought was an impossible dream, but the individual succeeded both in training and in the occupation. Below are three vignettes concerning people who, based on past performance, appeared to be making inappropriate choices, yet persisted despite advice to the contrary.

One can't help but wonder how many others might not have succeeded at their "impossible dream" if those dreams were not viewed as unrealistic by some significant others in their lives. Perhaps in our efforts to be efficient, we too frequently attempt to deny the person the right to try and the right to fail. Sometimes our best course of action may be to assist individuals in their efforts while not encouraging them and be ready to assist if failure occurs. At the very least the counselor should not be hasty in deciding that the counselee cannot succeed in a chosen career.

Because this is such a delicate matter, it is critical in such cases for the counselor to review all data available on the individual in order to make a better tentative judgment. If after the counselor really has a conception of the individual, she/he really beleives that making the attempt and failing would do damage to the indivudal, then she/he has an obligation to attempt to assist the individual in making a more realistic decision. In such cases, the counselor knowledgeable about occupations at the various levels within fields can often provide viable and equally attractive alternatives.

The counselor should remember that the average counselee knows very little about occupations. Thus, an occupational choice may be far less firm than it actually appears. As the individual learns more about the fields of his/her preference, she/he may discover other occupations at least as pleasing as the apparent first choice. Here again, the Dictionary of Occupational Titles can be of assistance.

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JOE

Joe is a physician with specialities in obstetrics, gynecology, pediatrics, and cancer surgery. He currently heads a clinic in a large Midwestern city. Fully half of his services are devoted gratis to the disadvantaged. Besides the great rewards he reports deriving from his practice he has received numerous civic and professional citations.

When he is not practicing medicine Joe helps care for his large family—three children of his own and two adopted. He is described as an excellent father and an exceptional husband. In addition, he is also highly involved in community affairs.

Standardized tests administered to Joe while in school revealed an IQ score of 100 (average), Primary Mental Abilities test scores were all around the norm, Differential Aptitude Test scores were all slightly below average, and Progressive Reading Test scores were at grade level each year given. The Kuder Preference Record suggested little relative interest in the Scientific or Social Service areas. Joe's grade reports were average and he graduated in the middle of his class.

Joe was described by school personnel as being slow walking, slow talking, listless, unathletic, and nondescript in appearance. He was not particularly popular nor did he participate in extracurricular activities. He was said to lack confidence and to be overly dependent on his mother.

"SLEEPY"

Sleepy was one of four children who grew up on a 90 acre dirt farm in the Midwest. He attended rural schools where he achieved little or no distinction. His chores and the distance of his home from school prevented his participation in extracurricular activities. He was described as being friendly but quiet. His nickname was the result of his extremely relaxed manner. He was described as pleasant in appearance, was well built, and carried himself like an athlete.

Sleepy graduated in the middle of his class. On all standardized tests, IW, Primary Mental Abilities, Differential Aptitude, etc., he scored below average for students of his age group. He left high school planning to return to work on the family farm. At that time no one, including Sleepy, was aware of any untapped reservoir of academic potential.

Sleepy, however, did not go back to the farm. He went on to college. He graduated on time, with a B.S., and with honors. Upon graduation he taught on the secondary level for one year, then returned to school at a prestigious midwestern university where he was awarded a Ph.D. in Agriculture three years later. Upon commencement he took a faculty position at a midwestern college where he became chairman of the department within two years. Several years later he left teaching to engage in research. Within several years he acquired his present position as director of one of the most active research institutes in his field.

JOAN

Joan was born the oldest of nine children on a farm in the Midwest. She attended elementary and secondary schools in a nearby medium-sized city. Joan's teachers during this period described her as being attractive and friendly, but not too bright. IQ tests accorded the same assessment as she scored at approximately the 35th percentile on two separate occasions. On other standardized tests Joan also scored significantly below average. Throughout these years Joan received lower than average grades and her duties at home accorded her little time for extracurricular activities.

Because she enjoyed working with young children, Joan wanted to be a teacher. She actively pursued this goal at the county normal school following high school graduation, despite the forebodings of failure given her by her counselor. Joan did so well at normal school that she transferred to a nearby state university the following year.

Her first year at state, Joan was forced to work to support her education. At the end of the first year, however, she was awarded a scholarship which enabled her to quit her job. During the next two years she was elected to numerous offices and became the star of college musical productions. Upon graduating with honors Joan moved East where she began her teaching career.

Today Joan holds a M.A.T. and teaches in the inner core of a large Eastern city. She reports deriving great satisfaction from her work and has received special recognition for creative and inspirational teaching. Joan also supervises the school newspaper and directs student plays. Both the plays and the paper have been cited for excellence. It appears that whatever she now attempts she does with an ebullience and dedication that evokes admiration from her colleagues.

With the "impossible dreamer" as with others, the counselor can begin by attempting to uncover the need which the individual is trying to fulfill through career choice. Once uncovered, the knowledgeable counselor can make possible suggestions of substitute occupations which will offer better prospects for need gratification.

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

"The First Stepper"

Perhaps the easiest case that the counselor has to work with in career counseling is the counselee who has either made a tentative choice or has several tentative choices. The first goal of the counselor is to encourage the counselee to discuss choices until the task at hand is focused and clarified.

If the counselee clearly wants assistance in reviewing the tentative choice or in comparing several choices, then the counselor can begin with a checklist containing information that an individual should know about an occupation.

Such a checklist should include items and questions related to:

a. Requirements and qualifications
b. Work description
c. Preparation
d. Entrance procedures
e. Employment outlook
f. Advancement or career ladder
g. Earnings and fringe benefits
h. Number and distribution of workers
i. Advantages and disadvantages
j. Related occupations
k. Sources for further information

Hoppock (1976) has developed an excellent checklist which can be used for this purpose (see Appendix C). A briefer checklist, also good for this purpose, is contained in an accompanying lesson.

In doing a checklist review the counselor should go over each tiem with the counselee. The best place to begin is with requirements or prerequisites. Often the review proceeds no further. For example, if entrance into the career required a bachelor's degree and the person had made up his/her mind not to attend college, then quickly the choice could be rejected. Or, the girl who wants to be an airline stewardess but does not meet height and weight requirements could quickly reject that choice in favor of another or begin exploring other choices. As the counselor and the counselee together review each item on the checklist, notes should be made both on their present knowledge of the occupation and on those factors about which additional information is needed.

Once the checklist is reviewed and the choice is still open for consideration, the counselee should be referred to resources related to those items about which the counselor or counselee had insufficient or no information. If two or more occupations are still being considered, information on each

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should be obtained. In addition to the hard data the counselee obtains from formal sources, data from informal sources should also be considered. The counselor can assist the individual in having tryout experiences, talking with people employed in the field, or spending a day or two observing someone while actually performing on the job. Through these procedures, the counselee can gain the important information on what it might be like "to be one."

Once an occupation has been studied in this manner, it is very frequently wise for the counselor to have the counselee sit down and make a list of the pros and cons of the occupation. This listing of strong and weak points often provides the counselee with assistance in reaching a conclusion. On the list, all the factors included in the previous checklist should be included. One example of such a "decision" list is contained in an accompanying lesson.

CAREER GUIDANCE AND COUNSELING

Unit IV: Career Counseling

"The Career Counseling Interview Service"

The interview service is the counselor's central service. Among all the techniques and procedures the counselor has at his/her disposal, the most flexible, the most needed, the most effective is the interview. How it is used should be contingent upon the needs of the individual and the school and program situation. In the rural setting the two participants in the counseling interview process gain time and momentum by having met before their first encounter in the counseling office.

Definition of terms. To many, the word counseling is synonymous with the one-to-one interview between counselor and counselee. Others talk of group counseling and some consider that only therapeutic interviews are true counseling interviews. In this program, counseling refers to all the duties performed by the counselor on behalf of the individual counselee; all the services intended to facilitate either individual development or proficiency in coping with developmental tasks. By this definition, group counseling is a misnomer, and the therapeutic interview is only one among a number of types of interviews that counselors might use to help individuals.

Guidelines For Using the Counseling Interview Service

While the interview can have many purposes, within the perspective of this program, there are certain limitations on the interview service. In Career Counseling the Counseling Interview Service is:

1. One service among a program of services.

Because of limitations of time and resources, the school counseling interview service is predicated on prior activities, particularly individual inventory activities. The interview is followed by other activities designed to aid in attainment of individual developmental goals.

2. A service focused on positive growth and development.

It focuses on positive growth and development. It is not intended to be therapeutic but to facilitate the development of the individual's ability to cope with career development tasks. All students may participate in these services, not just those with problems. While the services offered many be remedial, the primary focus is prevention.

3. A one-to-one personal service.

The counseling interview is a one-to-one service. The individual is provided few opportunities to talk personally about himself/herself. Such opportunities seem to be greatly needed. The counselor who chooses to utilize a large portion of his/her time in group work is failing to serve this need.

4. A professional service.

Interviewing is a purposeful form of communication requiring special professional training and skills. Much of the counselor's formal graduate training focuses on one-to-one interview skills. Because all people converse many believe they can counsel. However, particularly in problem cases, the wrong kind of "talk" can do more harm than good. Thus, counseling interviews should only be attempted by the professional.

5. A service made available to everyone.

Because it is a service focusing on positive development, including self understanding, coping, and decision making, counseling can be of benefit to everyone. Thus, each student has a right to services and they should be offered to each student.

6. A service in which the counselor's concerns for development are paramount.

Counseling interviews are not performed to discipline or to set school policy, or to promote social goals. The needs of the individual must be transcendent.

7. A service based upon a limited number of contacts.

If the counselor is to make interview services available to each student, the number of contacts with individuals must be limited. The number of sessions with any individual cannot be rigidly set, but the counselor should not design his/her schedule so as to serve the few at the expense of the many.

8. A service based upon interviews of a limited duration.

Counseling interviews in the school setting must be based upon the time framework of the school schedule. In other words, the counselor must set the duration of counseling interviews to fit within appropriate limits to coincide with class periods. Fifty minutes is the longest time period advisable for an interview since most class periods are no longer than this.

. . .

The Counseling Interview

The interview is a multi-purpose technique which like other program practices is designed to promote individual development. It can be used to introduce, to inform, to assess, to evaluate, to fact find, or it can be used as a vehicle to change or modify behavior. Program and individual needs dictate its form.

No procedure is more commonly used by the counselor than the interview and no procedure has more potential value when properly used. The interview can be regarded as a conversation between two people in which the counselor is a trained professional who is attempting to understand and assist the counselee. The interview is distinguished from ordinary conversation because it is purposive in nature. Its use for any purpose should be clearly recognized by both the counselor and the counselee. When it is clearly designed for a particular purpose and techniques are employed consistent with such a purpose, the interview is the best instrument that the counselor can employ.

Rapport or Relationship and the Interview

Rapport between the counselor and the counselee is critical to the success of the counseling interview process. This is true no matter what the immediate purpose of the interview might be. Rapport or "relationship" has been subjected to extensive study and research. In order for a relationship to develop, the counselee must perceive the counselor as possessing certain qualities. Various writers have broken the relationship into more distinct components. These usually include: warmth, genuineness, positive regard, and empathy. The counselor has to be seen as warmly accepting the counselee, as being openly himself/herself, and as being able to perceive things from the counselee's frame of reference.

Usually discussion of means to develop this kind of relationship revolves around the counseling interview and what verbal and nonverbal responses and leads a counselor should employ to accomplish this end. In the school situation, particularly the small rural school, the counselor has at his/her disposal many more opportunities to develop relationships than just the interview process. S/he can demonstrate the critical personal variables in the way s/he lives and acts within the community and school. The nature of social relationships in a school community can speed and facilitate the entire interview process. Thus, the school counselor should build upon these sociological factors in planning his/her counseling interview service.

Verbal Communication Skills

While the school counselor often engages in interviews differing from those typically conducted by the therapist, the communication skills most often viewed as appropriate to the therapeutic interview are useful in other interviews as well. Certain response modes and leads are particularly effective in each stage of the counseling process. Some encourage the counselee to talk, others help him/her reach an awareness that the counselor is concerned and listening, still others help him/her explore his/her own feelings. In other words, some types of responses are most effective in rapport building, others in focusing, and still others in problem solving or task resolution.

In clinical settings proper use of these lead and response techniques is absolutely crucial because the verbal and nonverbal interaction during the counseling interview sessions is the only contact between the counselor and counselee On the other hand, in the school setting, proper use of these particular techniques is not uniformly mandatory. However, through the use of these techniques, the skilled counselor can help students in ways s/he otherwise would not be able to help them. Moreover, the counselor skilled in these techniques can adapt them to meet the contingencies of the situation. The selected use of lead and response techniques provides the counselor the means to insure that his/her verbal behavior during the interview is consistent with its overall purpose.

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Because of its flexibility and becuase it provides the opportunity to go beyond surface responses, the interview is perhaps the best assessment technique the counselor can employ. However, it has weaknesses as well. The interview is time-consuming. Furthermore, counselors very often tend to rely too much on data obtained through the interview. The counselee may deceive the counselor. Counselors, however, tend to accept as gospel what they learn in the interview. Information from the interview must be cross-validated with other information. Again, the counselor should not be too ready to make judgments based upon what is learned in a single interview, but rather should generate hypotheses and make inferences which then are checked out elsewhere.

Types of Interviews

As mentioned previously, interviewing is distinguished from conversation by its purposeful nature. Several types of interviews are reviewed below along with suggestions for their conduct.

Introductory interviews. As a rule of thumb, unless the counselor knows the counselee fairly well, the first interview should be introductory rather than fact-finding or non-structured. The purpose of the interview and the counseling should be clearly delineated. Other than that, it should be primarily utilized to build rapport so that following conferences and procedures will be appreciated.

An effective way to begin an introductory interview is to start by informing the counselee about the purpose of the counseling program and the counseling interview process itself. The student should be encouraged to react to this statement. This should continue until the counselor is relatively certain that the counselee grasps the essence of the program's purpose. During this process, the counselor can clarify any questions that the student may have.

During this first interview it is often fruitful to supply the student with a written statement about the program both to review personally and to take home for his/her parents to review. (See Figure 23.)

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Figure 23

Statement of Purpose of the Counseling Program (To be sent to parents)

To the parents

The purpose of the counseling program in Green Valley High School is to help students understand themselves better so that they will be prepared to make important decisions when they must do so. In this effort we hope to be working cooperatively with you and other parents, and with teachers and other school staff. We wish to help each student identify those areas in which s/he has the most strength and ability and encourage development along those lines. This will be done with each student through a careful study over the full period of his/her high school years. In this cooperative effort no important decisions regarding any student will be made without consulting or obtaining approval of parents and school authorities.

Parents are encouraged to consult with their youngster's counselor. It is hoped that at least once a year an interview can be arranged with all parents. If you desire an appointment, please either inform your youngster so we can call you, or telephone the school secretary directly to make an appointment.

(A note like the above should spark the interest and cooperation of parents. Moreover, since all too often counseling is confused with therapy, it will also allay parental fears.)

The initial interview should only require ten to fifteen minutes. The counselor could and perhaps should end this introductory interview by inviting the individual to drop in at any time, or by making a second appointment or setting the date for the administration of any other tests or procedures to follow.

The objectives of this introductory interview will have been achieved if the student leaves knowing the counselor and the counseling program. However, on rare occasions, additional action may be required after the first interview. Some important problem that has been revealed may require immediate attention. However, anything revealed in an introductory interview should probably be approached cautiously because the counselor really has insufficient data at that time.

Information gathering interviews. All types of interviews can serve as a means through which the counselor can gain added information about the counselee. In this respect, the interview process is among the best inventory procedures available to the counselor.

There are two kinds of information which the counselor can generate as a result of the interview. The first kind is information generated from the content of the subject's responses. The second is information generated from the style or manner in which the counselee relates to the interviewer.

In the content centered interview, as in the biographical questionnaire, the information supplied by the interviewee is useful for assessment and prediction. While the interview is not as time-effective as the questionnaire, it adds to the information that can be generated because it is less structured and more flexible. Thus, it allows for more openness and more truthfulness.

More openness can be generated in interviewing because it provides the opportunity for the counselor to establish rapport or interpersonal warmth before proceeding. Beyond this, the interviewer also has the opportunity to observe the subject's nonverbal reactions, e.g. blushing, long hesitation, oblique and non-informative answers, and so on. Such nonverbal reactions often suggest that a fuller exploration of a particular topic is appropriate.

In essence, the interview should be regarded as one in which the subject's total behavior is observed. A sample can be obtained of the subject's interpersonal skill and manner of approaching and dealing with others. The less-structured and non-structured interviews are particularly good for assessing or acquiring a sample of the counsleee's interpersonal skill.

Content-Centered Interviews. The next type of interview most often employed by the counselor is the content-centered interview. The nature of this will vary according to the characteristics of the individual. The purpose is either to obtain data that cannot be obtained in other more standardized ways or to check out or supplement the information generated through other methods. In preparation for this second interview, the counselor should review the records and prepare questions for response by the counselee. This is not to say that the counselor should prepare for the interview and then shotgun the counselee with questions once the interview commences. Rather it may be necessary to insert the questions at strategic intervals or employ a more non-directive approach to solicit response. Essentially, the questions are designed to provide a guide to the interview for the counselor.

This content interview may be designed for a number of purposes. For example, it could be designed to discover the counselee's attitudes or feelings about certain people or situations which s/he will not or cannot reveal in writing or in response to more formal approaches. However, once rapport is established during an interview this same subject may talk freely about his/her feelings about people and things. Another advantage to the interview procedure is that it allows the counselor to probe beneath superficial statements for the underlying feelings.

Evaluative Interviews. Infrequently, the counselor will also engage in an evaluative interview. These are designed by the counselor to make an appraisal of the counselee's achievements, attitudes or characteristics regarding such matters

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as fitness for a particular training opportunity, position or promotion. In order to conduct such interviews properly, the characteristics in question must be delineated. The counselor must first clarify what information s/he is seeking and decide on methods to use in eliciting the information. Thus, the evaluative interview is limited in purpose.

Research indicates that the utility of the interview as an evaluative device increases when it is structured and limited in purpose because the interviewer himself/herself is fallible. There is extensive evidence that the subtle clues the interviewer provides tend to bias or guide the interview.

Because the interview session involves social interaction, the counselor must be aware of the motile type of interpersonal situation s/he established with the interviewee. Although a number of content analysis procedures have been developed to objectify and quantify the data obtained in less structured interview situations, these to date have not been shown to be particularly useful for evaluative or predictive purposes. These analytic procedures, however, do offer promise for providing a better understanding of the interviewing process and for ultimately making the interview a more useful evaluation device.

Two examples which the counselor might review to determine how to structure and limit an interview are the Vineland Social Maturity Scale and the Structured Clinical Interview.

Informative Interviews. In addition to the foregoing, the interview may be designed to allow the counselor: (a) to relay data obtained from other sources; (b) to provide information that answers questions the counselee has raised; and (c) to inform the counselee on some decision that has been made about him/her by a person or institution.

Beyond informing the counselee, the counselor does have an opportunity to learn much about the individual. For example, while informing a student that s/he has been accepted into or rejected by a prestigious university the counselor could also observe the individual's reaction to success or failure.

Problem Centered Interviews. As stated, the focus of school counseling should not be on remediation but development. However, problems do arise in working with teenagers attempting to reach maturity within a relatively free society. It is often necessary for the counselor to help the student work through these problems. Using the interview can be a most effective means at the counselor's disposal for helping the student solve his/her problems. This is especially true with personal problems requiring privacy. A few words should be said about the types of social, emotional and personal problems a school counselor should accept as falling under his/her scope of activities.

The school counselor should not, cannot, act as a psychotherapist; s/he has neither the time nor the qualifications. This does not mean that counselors should not or cannot assist students with problems. Developmental problems are the counselor's concern. The dilemma often is deciding where counseling ends and psychotherapy begins.

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Generally, dealing with those types of problems classified as neuroses and beyond is viewed as being inappropriate for the school counselor. However, no clear lines exist for recognizing neuroses, particularly when working with adolescents. Thus, the concept of neuroses doesn't provide a clear guide for the counselor.

Some say that the school counselor should only work with normal students but normalcy is difficult to determine. Furthermore, the school counselor is charged with serving each student, and, with the current deinstitutionalization of the so called non-normal an even greater range of people will be found in the schools. Counselors in the schools must make provisions for each and every student, normal or non-normal. The question revolves around how much time the school counselor can allocate to any one individual through one-to-one counseling interview services.

Many people claim the school counselor is not qualified to provide therapeutic assistance. From our review of the helping professions we believe that often the school counselor can provide better therapy than others supposedly more qualified. However, we do not believe that school counselors should engage in therapy because it deprives others of needed developmental experiences. Thus, the counselor's limitations regarding problem solving are related more to time and the size of the student body than to type of problem or degree of expertise.

Because of these limitations on time the counselor cannot hope to serve all students through the one-to-one process on a long term basis. Instead, the counselor has to attempt to serve each student through all of the services. Thus, the counselor's task must be proactively addressed rather than reactively redressed. S/he cannot depend primarily on a long series of interviews as a means of providing help. *Even in problem cases s/he must rely on short term interview contacts which are preceded by activities which make the interview more meaningful and are followed by activities to promote the change or growth needed.*

While the school counselor can and must use the interview process for problem resolution, *utilization of the interview process as the sole source of problem resolution is not within the scope of a developmental program.* The fundamental rational for a developmental program is that by promoting development most problems can be prevented. Moreover, therapy is not often within sanctions provided the school counselor. Thus, there are times when the counselor shouldn't attempt to assist the student in solving problems but should assist him/her in obtaining the help needed from other agencies or resources.

Extensive therapy is inappropriate. First of all, school counselors who do engage in therapy take time away from others. The more time dedicated to the problem cases the less time there is to instigate procedures which will prevent others from encountering similar problems. Furthermore, taxpayers and administrators do not often view the counselor as a therapist. Most expect the counselor to function as a developmental specialist. They have a right to expect this.

Stages of the Counseling Interview Process

Counselors agree that the therapeutic or helping process goes through identifiable stages. There is considerable agreement regarding the make up of these stages if differences in labeling are ignored and the baisc meanings are reviewed. Carkhuff and Berenson (1967) summarize these stages most succinctly into an inward or downward phase and an upward or outward phase. Other theorists or clinicians further divide these major phases into a number of stages.

The Five Stages of the Helping Process. Delaney and Eisenberg (1972) divide the helping process into five stages:

1) The initial stage during which the counselor and counselee meet. The counselor's critical task during this stage is to create an atmosphere which enables the counselee to grasp that s/he is concerned.
2) The facilitative relationship is the second stage during which the counselor must communicate the basic relationship variables--warmth, acceptance, genuineness, empathetic understanding, and competence.
3) The "determination stage". The counselor determines what the counselee wants and how s/he can be of assistance to the counselee.
4) During this stage the counselor employs learning or counseling strategies which s/he believes will be of most assistance to problem resolution.
5) The terminating or follow-up stage. This stage is complete when the counselee has achieved the objectives set for the counseling interaction.

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Follow-up involves the efforts of the counselor in determining the long range impact of the counseling interaction.

Use of the Interview in Developmental Counseling. The school counselor would rarely engage in the one-to-one process to complete all five stages. This five stage summary was basically one developed from a study of the long term counseling interview process in a therapeutic setting. Such a classification scheme is appropriate for one-to-one counseling of a problem solving nature where there is a non pre-existing relationship between the counselor and counselee and where the counselor attempts to promote or facilitate the change through the one-to-one process.

The school counselor neither has the time nor, in most cases, the need to work exclusively in a one-to-one manner. First of all, in the school setting the counselor and the counselee operate with a preexisting knowledge of each other. Thus, much of what is associated with relationship can be established before or as an adjunct to the counseling interview process. Secondly, unlike the clinical setting, the school counselor has longitudinal data on each student derived from previous contacts or summaries of other counselors' previous contacts with the individual. This supplies extensive data on the person's background, relationships with others and so on which can be used to augment the interview itself. Moreover, in terms of assisting the individual in resolving or coming to grips with the problem, the counselor in the school has at his/her disposal the institution and the resources of an institution in which the individual must spend much time. These differing circumstances greatly alter the counseling situation.

Most typically within the rural school situation the counselor would use the interview to build a relationship and help an individual explore self to the point where the problem or concern becomes clarified. Then, most typically the counselor would utilize the other resources both within the school and the community to facilitate the desired change.

Vocational Counseling Interviews

Like all counseling, vocational counseling is a complex process, often involving much more than help with career choice. In addition to assisting the individual in choosing, the counselor often helps him/her learn to cope with the variety of influences on his/her choice. Assisting the individual in learning how to make and implement vocational choices can also assist him/her in making later life choices. The vocational counselor must possess the ability to listen with empathy and to develop an open relationship. As in other counseling, rapport is crucial.

Vocational Counseling: A One-to-One Interaction Between Counselor and Student. Vocational counseling is the one interaction between the counselor and counselee geared to assisting the individual with problems related to vocational choice. However, no vocational problem occurs in isolation. Vocational development is an integral part of an individual's total development. Vocational counseling does not refer to the normal call-in service where information or test results are presented. These should be part of the day-to-day career guidance program. It refers to those times when students request individual help regarding a vocational concern or problem.

Vocational problems. There has been little research on the counselor's role in assisting individuals with vocationally related problems via one-to-one counseling. Little data is available on what procedures are most likely to be helpful for assisting individuals with problems related to vocational choice.

Some writers have attempted to classify the most common vocational problems. Super (1957) plots these problems on a two dimensional chart. The possible problems include:

A. Problems of adjustment

  1. Adjusted individual who seeks counseling for assurance.
  2. Maladjusted individuals whose choices are out of line with their abilities and interests.

B. Problems of indecision

1. Multipotential individuals who cannot decide among the alternatives.
2. Undecided individuals who have no choice.
3. Uninterested individuals who have choices consistent with their level of ability but really have no primary interest.

C. Problems of unrealism

1. Unrealistic individuals whose aptitude is lower than their aspiration level.
2. Unfulfilled individuals whose aptitudes are higher than their aspiration level.
3. Coersed individuals whose choice is influenced by others. This choice may be outside the individual's interest area, but one in which s/he has appropriate abilities.

While this is an interesting and relatively inclusive classification system it fails to provide the working counselor with an outline of the techniques and procedures which are most appropriate for assisting individuals with each of these problems.

The problems, though classified, are problems inherent in the individual, whereas each individual is unique and complex. Nevertheless, the information service section of this handbook presents some techniques and procedures for utilizing vocational information in working with stereotypical cases.

Vocational counseling is problem centered. Vocational counseling, as we define it, is problem centered counseling. Thus, many of the techniques and procedures appropriate to the treatment interview apply. Here, as in other problem centered counseling, the counselor should begin by utilizing listening and talk encouragement responses. S/he should then move through responses which encourage self exploration, and on to those that bring clarification and focusing Once the task or problem is clear the school counselor should attempt to utilize other people and resources outside the counseling interview to accomplish problem resolution. Again, if the counselor attempts to utilize the counseling interview as the vehicle for behavioral change, much valuable time will be consumed. This would deprive other people of the chance for one-to-one interaction and take away

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from the counselor's developmental and proactive efforts.

Facilitating Decision-Making. Frequently, presenting vocational problems involve decision-making. There are a number of times in each of our lives when we must make decisions. Many of these decisions determine the pattern of our later development. Thus, counseling for decision-making is an extremely important task. While the counselor should involve others outside the counseling interview, sometimes within the interview process time has to be taken to assist the individual directly. Decision-making, particularly vocational decision-making, is one of these times. Much can be done to assist in matters of vocational choice outside the counseling interview and much can be done to prepare individuals for the decision-making process. However, we do believe that vocational choice is of such importance that interview techniques should be used to resolve decision-making problems.

There is another reason for emphasizing the use of the individual counseling interview in decision-making cases. It is possible for a counselee to acquire a general skill in making decisions through effective counseling interview techniques at a choice point. If this leads to the completion of a choice, the counselee can also learn how to deal with subsequent important choices.

(a) Commonalities in decision-making. The uniqueness of the individual and the choices to be made precludes any formula answers on how best to facilitate decision-making in the individual case. There are some common qualities in decision-making cases which can be delineated:

1) Most counselees first need to be assisted in becoming aware of the general direction in which they wish to go. Unless s/he becomes aware of a sense of direction there is little likelihood that specific choices will be effective or satisfying.

2) Once the counselee develops a general sense of direction, things s/he typically must consider are the limitations within which free choice operates. These might consist of factors such as age, family background, finances, appearance, and so on.

3) Once the individual is aware of what s/he wants and understands the limits among choices, s/he can begin to narrow down the range of possibilities. This reduces confusion.

4) At this point the individual is relatively free to consider alternatives and make what we consider a "good" choice.

(b) Skills and sensitivities needed by a counselor. The counselor needs several skills to help individuals in the decision-making process. Additionally, the counselor should be aware of certain factors regarding clients. First of all, most counselees are under the gun, or under some pressure, to make a decision. Most of the time this pressure comes from sources over which the counselor has little control. Because of this pressure, the counselee frequently seems to have made a decision before s/he in fact has. In other words, the counselee has made a psuedo decision. The counselor needs to be able to distinguish between a genuine decision and a pseudo decision.

The counselor also must be very tolerant of indecisiveness. Counselees experiencing difficulty reaching decisions are those who need the individual counseling process the most. Typically, others, as well as the individual himself/herself, are very intolerant of this indecisiveness. The tolerant, patient counselor can assist the individual to be tolerant of his/her own uncertainty by serving as a role model. Beyond being tolerant, the counselor can give assistance by helping the individual clarify the reasons for this inability to choose.

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(e) Helping to clarify indecision. The underlying reasons for indecision related to vocational choice are diverse and complex. The counselor should keep in mind there are a variety of factors which might contribute to indecision. Sometimes indecision is the result of role conflict. Sometimes it is the result of multiple potentialities which the individual does not want to limit. It may be the result of social or environmental limitations which the individual does not want to admit. Isolating or focusing in on the sources of indecision most frequently can be arrived at by talking them out during the one-to-one counseling interview.

Indecision related to role conflict stems from the fact that sometimes a career or a training program has both approach and avoidance features. An example of this might be the girl who is an excellent athlete and highly prizes femininity but shies away from a career as a physical education teacher because she is afraid it is unfeminine. Another example is the masculine young man who shies away from hair dressing because of the stereotype of the effeminate hairdresser.

Indecision relating to multi-potentiality occurs among talented young people who find themselves equally qualified for and interested in a number of different fields or courses. However, to achieve fame or fortune in one requires special training and experience that can't be combined with training and experience in the other. Thus, by opening one door another is closed. Frequently, there is a great reluctance to do this.

Where indecision is based upon environmental or social limitations very frequently the person is aware of the complex of factors or events standing in his/her way, but is unwilling to surrender to these. The Horatio Alger ideal where young people overcome practically insurmountable obstacles to achieve fame and success perhaps makes acceptance of limitations and obstacles more difficult within this culture. By helping create a situation in which the individual can safely review the circumstances of his/her life, the counselor can be of great assistance in the individual's acceptance of what cannot be changed.

The feelings, beliefs and attitudes of significant others are added sources of indecision, particularly among adolescents. Such a case might occur where dad would like his son to be a graduate engineer and get the college education he never had, but the son has an interest in mechanics, not engineering, and would really rather go to technical school.

The counselor's first task is to assist the individual to talk through the indecision and examine the circumstances of his/her life rather closely. Once the source of the indecision is clarified, very frequently arranging a try-out experience for the remaining alternatives is an effective course to follow.

Where there is role conflict, frequently the individual needs the opportunity and the time to try on new roles. Where multipotentiality is the basis for indecision, providing try-out experiences in several fields is often successful. Likewise, where real obstacles in the environment prohibit the individual's first choice, try-out experiences can be a first step in helping find a viable choice.

Student Reading

CAREER GUIDANCE AND COUNSELING
Unit IV: Career Counseling
"Synthesis - Career Counseling"

From: Crites, John O. "Career Counseling: A Comprehensive Approach." The Counseling Psychologist, 6, 3, 1976.

The three principal chronological stages of any career counseling encounter: a diagnosis of the clients problem is made; the process of intervention with the client is implemented; the end, during which the outcomes of the experience are enumerated and evaluated. A comprehensive approach to career counseling is divided into one section on Model (or theory), a second on Methods (or techniques).

Diagnosis

The central issue is whether to diagnose or not. All but the client-centered approach would affirm the value of diagnosis. Client-centered: assume that all clients have the same problem, namely a lack of congruence between perceptions of self and perceptions of reality. In other words, they diagnose but not differentially. Trait and factor: diagnosis as the differential classification of clients according to the distinguishing characteristics of their career problems. Defines differential career problems by identifying the discrepancies which exist between career choice, on the one hand, and aptitudes and interests, on the other. Dynamic diagnosis asks: Why does the client have the problem? Indecision and indecisiveness--indecisive clients are more anxious and less mature than those with simple indecision. Differential dynamic diagnoses--attend primarily to the content of career choice; does not identify whatever problems arise in the client's approach to career choice. Necessitates a decisional diagnosis.

Synthesis

What is the client's problem and why does s/he experience it? Diagnosis: a differential diagnosis of the client's career problem in which the principal categories are 1) indecision and 2) unrealism. Second, once a dynamic diagnosis is undertaken to identify the antecedents and contingencies which have generated the problem the basic procedure is inferential, the purpose being to understand the so-called "causes" of the client's felt difficulty. Third, a decisional diagnosis of disjunctions in the process of career choice is attempted as assessed by an instrument like the Career Maturity Inventory.

Process

The process corresponds to an opening interview, in which the counselor collects data on the client, a second interview during which tests are interpreted, and a third interview when occupational information is presented. Client centered: opening self-exploration of difficulties in career decision making, intermediate internalizing or "owning" of these problems, and eventual resolution of them through "the experiencing of real and effective choice." Psychodynamic career counseling proceeds through three stages: exploration and contract setting, critical decision, working for change. Developmental approach: beginning with orientation to and readiness for decision making, progressing through exploration of self and work, culminating in planning for the future. Behavioral career counseling: problem identification, intervention (e.g., counterconditioning, modeling, etc.), and generalization.

Prepared by Prof. Perrone .

Outcomes

The most generally recognized goal is to assist the client in making a career choice. The not making of a career decision may be equally desirable for the client's degree or rate of career development. A second outcome is the acquisition of decisional skills. Another outcome is the enhanced general adjustment status of the client.

METHODS OF COMPREHENSIVE CAREER COUNSELING

Interview Techniques

The problem in formulating a system of comprehensive career counseling is not one of the availability of interview techniques but rather of and when to best use them. Several issues remain unresolved: 1) which interview techniques are most appropriate for different client career problems? 2) how do differential interview techniques relate to the identifiable stages in the process of career counseling? 3) what relationship exists between interview techniques and the expected outcomes of career counseling? Interview techniques which are most appropriate to the several stages of the career counseling process range along a continuum from more to less general in form and content. In the first stage responses are more general. The most frequently used responses are those of 1) restatement and 2) reflection of both content and feeling. Second stage - counselor narrows the scope of the problem and moves toward an explicit statement of it through open-ended questions, such as "How do you mean you never made a right decision?" Third stage - problem resolution is furthered by the counselor becoming more active and directive. The dictum for the counselor is: "Know why you said what you said." Equally important is the timing of counselor responses. Pacing responses to coincide with the stages in the career counseling process achieves not only immediate goals but also longer-range outcomes.

Test Interpretation

Increasing evidence has accumulated that the initial promise of tests has not been realized; their predictive validity has left much to be desired. For differential diagnosis, both general aptitude test and vocational interests inventory scores, as well as nontest data on career choice, are needed to identify a client's problem. The most appropriate techniques for interpreting tests. For example, if a client has "no choice" (either indecision or indecisiveness) tests are probably best interpreted by not directly presenting the results to the client. "Interpreting the tests without the tests" increases both accuracy and duration of test information and enhances self understanding. The test results are translated by the counselor into the vernacular of the client who, in turn, thinkgs and talks about them in terms of the decision making process.

Occupational Information

If a client's problem is simple indecision, then the use of occupational information by the counselor to increase knowledge of the world-of-work is appropriate. Client diagnosed as indecisive usually has acquired the necessary occupationfl information for career choice but is unable to use it in decision making due to antecedent anxiety. Occupational information only exacerbates the anxiety. Three principal processes are available for imparting occupation information.. 1) present it to client in the interview; 2) client can be shaped and reinforced by the counselor to gather information on her/his own outside the interview situation. 3) a computerized occupational information system. Potential drawback is that this experience becomes an end in itself without relation to client/counselor interactions on career choice.

TABLE 1
SOCIAL LEARNING ANALYSIS: FACTORS INFLUENCING CAREER DECISIONS

A. "Environmental" Factors
(These factors influence the individual but are generally beyond his or her control, at least in any immediate sense. They are not amenable to change through counseling.)

1. Genetic Endowment and Special Abilities
    - Race
    - Sex
    - Physical characteristics
    - Intelligence
    - Music and art abilities
    - Muscular coordination
2. Environmental Conditions and Events
    - Number and nature of job opportunities
    - Number and nature of training opportunities
    - Social policies and procedures for selecting trainees and workers
    - Rate of return for various occupations
    - Labor
    - Natural
    - Technological
    - Social
    - Educational
    - Family and neighborhood structures

B. "Psychological" Factors
(These processes and skills determine a person's thoughts, feelings, and actions. Counselors try to help clients understand and change these "inner influencers.")

1. Learning Experiences
    - Instrumental learning experiences
    - Associative learning experiences
2. Task Approach Skills
    - Problem solving skills
    - Performance standards and values
    - Work habits
    - Perceptual and cognitive processes

Adapted from Krumboltz, 1976

From: Thoresen, Carl E. and Craig K. Ewart. "Behavioral Self-Control and Career Development." The Counseling Psychologist, 6, 3, 1976.

Engineering Decision Behaviors

Roughly stated, the counselor's job is one of helping people "engineer" their own decisions. In effect, the counselor teaches the client to clarify problem situations, make tentative choices and, most importantly, to act on his or her decision. Counseling involves teaching clients to approach life in a way that is new, demanding, and possibly threatening. Thus counselors find themselves in need of practical knowledge about how to help clients:

1. To clarify the nature and scope of the decision they must make and the goals they seek to achieve.
2. To commit themselves to undertaking and persevering in personal and environmental explorations.
3. To acquire a more accurate understanding of their needs, interests, and abilities.
4. To change self-attributions and beliefs, along with inaccurate stereotypes and misperceptions.
5. To restructure their environment to help them engage in desirable behaviors.
6. To evaluate and maintain progress in the direction of personal goals.

TABLE 2
FOUR MAJOR AREAS IN TEACHING AND LEARNING SELF-CONTROL SKILLS WITH SOME QUESTIONS AND TASKS TO CONSIDER

Commitment (Developing and Sustaining "Motivation")
a. Assess what you attribute your past and present behavior to.
b. Explore your beliefs and anticipations about your ability to change and the possible consequences.
c. Find out how often you engage in positive self statements and receive encouraging comments from significant others.

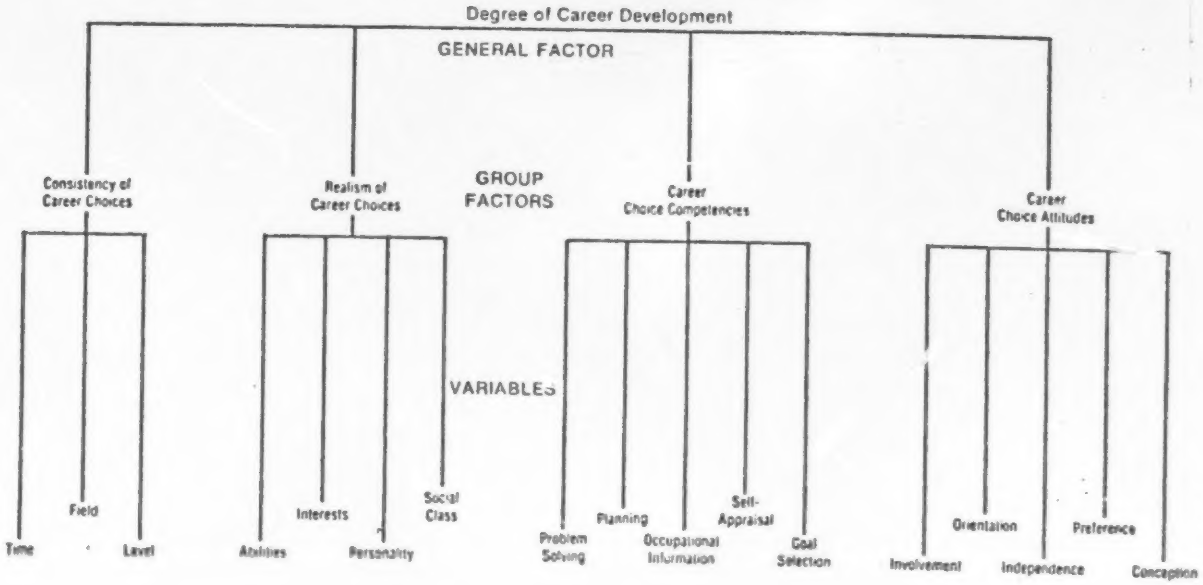
Awareness (Observing One's Behavior)
a. Notice what you say to yourself about problem situations.
b. Determine under what circumstances you currently engage in the behavior you want to change.
c. Notice how frequently you currently engage in the behavior you want to change.

Restructuring Environments (Planning Situations and Environments)
a. Establish a supportive environment: Teach family, friends and/or associates how you would like them to help.
b. Modify the stimuli or cues that prompt the behavior you want to change.
  — external: Rearrange your physical environment.
  — internal: Alter undesirable internal cues such as thoughts and images.
c. Develop a written contract which specifies goals, behavior needed to attain those goals, environmental planning and specific consequences for success and failure.

Evaluating Consequences and Standards for Self-Evaluations (Assessing and Changing Current Reinforcement and Standards)
a. Assess how currently experienced consequences may be maintaining behavior to be changed.
b. Assess long-term goals; redesign goals into series of short-term sub-goals.
c. Use self-rewarding experiences.
  — covert: Plan positive thoughts to follow successful actions.
  — overt: Plan to give yourself or have someone give you a reward for success (e.g., playing golf on Saturday, a gift, etc.)
d. Use Self-Punishing Experiences
  — covert: Plan negative thoughts and/or images to follow undesired actions immediately.
  — overt: Withhold a selected pleasant activity (e.g., watching your favorite TV show) or take away something you have (e.g., fine yourself 10 points each time an undesirable behavior occurs).

From: Holland, John L. and Gary D. Gottfredson. "Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifications. The Counseling Psychologist, 6, 3, 1976.

FIGURE 1
THE CONSTRUCT OF VOCATIONAL MATURITY


Degree of Career Development
GENERAL FACTOR
GROUP FACTORS
Consistency of Career Choices
Realism of Career Choices
Career Choice Competencies
Career Choice Attitudes
VARIABLES
Time
Field
Level
Abilities
Interests
Personality
Social Class
Problem Solving
Planning
Occupational Information
Self-Appraisal
Goal Selection
Involvement
Orientation
Independence
Preference
Conception

From: Wise, Robert, Charner, Ivan and Mary Lou Randour. "A Conceptual Framework for Career Awareness in Career Decision-Making."

Institutional influencers on career awareness and career choice, the framework first conceives career awareness to be the inventory of knowledge, values, preferences, and self-concepts which an individual draws on in the course of making career-related choice.

TABLE 3
SELF-AWARENESS SKILLS

Aspects of Career Awareness	*Self-Awareness Skills*	
	For Searching	*For Deciding*
Knowledge	What do I know?	Do I know enough?
Values	What is important to me?	How important is this to me?
Preferences	What do I like?	How much do I like this?
Self-Concepts	What do I do well?	How good am I at this?

TABLE 4
CAREER DECISION-MAKING SKILLS

Decision-Making Skills	*Questions to be Answered*
Clarifying Goals	What do I want to achieve? When do I want to achieve it?
Gathering Information	What information do I need to have? How can I get more information?
Anticipating the Future	What social and economic changes may occur in the future? What is likely to happen to me in the future?
Interpreting Experiences	What have I done that relates to my options? What does my experience suggest I might look for?
Identifying Opportunities	What options have I been given? What options can I imagine?
Assessing Opportunities	What are the benefits and costs of my options, for myself and others? What are my chances of succeeding with my options?

From: Knefelkamp, L. Lee and Ron Slepitza. "Cognitive-Developmental Model of Career Development--An Adaptation of the Perry Scheme." The Counseling Psychologist, 6,3, 1976.

Areas of Qualitative Change

In the creation of the career model, we have relied most heavily upon the conceptual contribution of Perry (1970). However Rest (1973), Kohlberg (1969), Harvey et al. (1961), and Loevinger and Wessler (1970) have also provided us with empirical support for the existence of a series of qualitative changes that make up a developmental sequence. Results of our interview data and instrument responses led us to emphasize nine areas of qualitative change. Briefly they are:

1. *Locus of Control* — the source to which the student turns to define themselves and their environment. We found that students progress from a position of control based upon external factors (e.g. parental admonitions, job market pressures, or results of assessment instruments) to a position where information is processed predominantly through their own internal reference points.

2. *Analysis* — the ability of the individual to see a subject in its diverse perspectives, breaking down the subject into its component parts. As students develop their analytic ability they increasingly become able to see cause and effect relationships.

3. *Synthesis* — the ability of the individual to integrate the diverse components of a subject into a complex whole. Being more complex than analysis, students did not exhibit this factor until they were rather cognitively mature (stages 6 and 7) in their approach to the world.

4. *Semantic Structure* — refers specifically to the nature of the verbs and qualifiers used by students in their written and spoken expressions. In this regard, students progress from a semantic structure characterized by absolutes to a more open semantic structure that allows for greater alternatives and greater use of qualifiers and modifiers.

5. *Self-Processing* -- the ability to examine oneself and be cognizant of one's defining factors. In its emergence and development this variable closely parallels that of analysis.

6. *Openness to Alternative Perspectives* — the extent to which the individual is aware of and recognizes the legitimacy of other points of view and possible explanations even if the student differs with that perspective.

7. *Ability to Assume Responsibility* — the willingness of the student to accept the consequences of actions or decisions made regardless of unknown and unforseen interfering factors.

8. *Ability to Take on New Roles* — the ability of the student to expand their repertoire of abilities and behaviors within the context of new role or activity demands. The student moves from a position of not seeking new role or activity opportunities, to a seeking and mastery of them, to an ability to confidently look forward to new opportunities for self within new roles; expansion of old roles and new activities increases as role taking increases.

9. *Ability to Take Risks with Self* — closely related to role-taking ability, this area refers to the individual's increasing ability to risk self-esteem when new and appropriate demands are made. The individual has a fairly confident sense of self which enables them to focus on new learnings and experiences rather than on whether or not the ego will be damaged.

Stages. A student's views of these areas affects the way that individual will approach the entire career life planning process. Dualism: The first stage is characterized by simplistic, dichotomous thinking about the career life planning area, almost exclusively controlled by externals in their environment, adhering to the belief that there is only one right career for them. Are lacking in the ability to both analyze and synthesize material and exhibit only minimal processing of self in relation to the career decision making. Multiplicity: Become cognitively more complex, they become cognizant of the possibility of making right and wrong choices. The locus of control still rests on external factors. They begin to see cause and effect relationship. Shift from a faith that one right career exists to a reliance on the right decision making process to yield the right career. The Authority is the process. Relativism: The experience what can be referred to as the primary flip. Locus of control has shifted from a basically external reference point to a predominantly internal one. Student now becomes the prime focus of the decision making process. Able to utilize the skills of analysis in their approach to their own career decision making process. Individuals in this category are capable of understanding and examining a variety of career possibilities, of dealing with the positive and negative elements of each, and of seeing themselves in a variety of examined roles. Reflective stage: Enables student to 1) establish ties between career and self; 2) vicariously think about the consequences of commitments to be made, 3) confront the reality of the responsibility of commitment. Commitment within Relativism: Begin to realize and experience that choosing a career is a personal commitment of self. At first this is experienced as the feared narrowing of their world but later commitment is often seen as the beginning of the exapnsion into a new world. "What I am about" Career identity and self identity become more closely intertwined.

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral Service

Background:

A program which requires counselors to serve each student further requires that they work with and through others to attain counseling goals. In this effort, counselors bring the knowledge of the individual gained through inventory and personal counseling to bear on facilitating the individual's growth and development. Put succinctly, the counselor must assist all those concerned, including the student, in knowing each student as well as possible so that a coordinated effort can be made on that person's behalf. This should lead to improvement both in how the student utilizes the school and its resources and in how the school responds to the needs of the student. It is in the performance of this service that creativity is demanded of the counselor.

Purpose:

The purpose of this unit: (1) to demonstrate how a counselor utilized data obtained from the counseling interview and from inventory procedures to coordinate efforts on the part of others to promote development; (2) to stimulate student thought on how they might effectively work with others; and, (3) to provide them with practice designing/creating ways and means of working for the individual through others.

Content:

Four lessons make up this unit:

Lesson 1: Gail
Lesson 2: Working with Others
Lesson 3: Individualized Use of Personnel and Resources
Lesson 4: Counselee Feedback

Lesson one consists of exercizes related to the presentation of an actual case. Lesson two asks students to consider why and how to set up procedures for working with others. Lesson three consists or role playing coordination meetings. Lesson four is an extension of lesson three.

Limitations:

Lessons presented in this unit are primarily directed at demonstrating a need for coordination and referral. There is little on the important tools, techniques, and procedures needed for carrying out this important task.

Supplementary Readings:

Hartz, J. and Kosmo, S. Career Counseling in the Rural School. Madison, Wisconsin; Wisconsin Vocational Studies Center, 1977, pp. 143-177.

Ohlsen, M. Guidance Services in the Modern School. New York, Harcourt, 1974.

Rothney, J. Adaptive Counseling in Schools. Englewood Cliffs, North Dakota. Prentice-Hall, 1972.

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral

Lesson 1: "Gail"

Instructional Goals:

The purpose of this lesson is to:

(1) Demonstrate the interrelationship of the various guidance services as they are used to promote individual development.

(2) Demonstrate how a counselor can consider data cooperatively obtained in order to better understand the individual.

(3) Demonstrate how the creative use of others in a coordinated effort can facilitate individual growth.

Class Activities:

In using the case data on Gail, the recommended procedure is to supply students with each piece of data. As you pass this to them, tell them: "This is part of the data from a counselor's interaction with one of his students. I'm going to give it to you piece by piece. As you receive it, consider:

(1) What it tells you about Gail. Try to get to know her. Try to gain a moving picture of her.

(2) Think about what other information you would like to have about Gail. Why would you like to have it? How could you get it?

(3) Pay particular heed to any inconsistencies you use in the data. How might you resolve them?

(4) Begin to try to get a handle on Gail's developmental needs.

(5) Begin to formulate what you would do to try to facilitate Gails development.

First Handout "Gail-Background"

Ask: (1) What are your first impressions?

(2) What additional information would you like on Gail?

Developed by John Hartz

Second Handout "Gail-Teacher Comments"

Ask: (1) What does this add to your understanding of Gail?

(2) What consistencies or inconsistencies do you notice in the comments? If you assume that each teacher was a good teacher and planned to assist Gail in building on strengths and alleviating weaknesses, what do you think might happen?

(3) Do you begin to perceive any needs?

(4) Do you think these comments are valuable? How much counselor time do you think it would take to generate this data?

(5) What added information would you like about Gail?

Third Handout "Gail-Sophomore Essay"

Ask: (1) What does this add to your knowledge of Gail?

(2) Which of the questions you posed does it answer? What questions does it raise?

(3) How useful was this data? How much time do you think it takes for a counselor to obtain and process this data?

(4) What needs do you now perceive Gail as having? What, tentatively, might you do for her or with her to provide assistance?

(5) What additional information would you like?

Fourth Handout "Gail-Second Year Information"

Ask: (1) Review your picture of Gail, what did this add?

(2) Do you perceive any new inconsistencies?

(3) How much time did it take the counselor to acquire and process this data?

(4) What now do you see as Gail's needs?

Fifth Handout "Gail-High School Reading List"

Ask them to briefly review this. Then ask:

(1) What does this add to your knowledge of Gail?

(2) How might a counselor utilize what is learned from a reading list?

(Discuss the possibilities of bibliocounseling)

(3) Do you think such a reading list is worth collecting?

Tell Students: In preparation for interviewing Gail, review the inconsistencies you have noted. What would you like to learn about Gail through the counseling interview?

While the above provided the counselor with some insights about Gail, he had a number of questions as well. Below are some consistencies and inconsistencies he noted:

Inconsistencies

- No study halls, near straight A's, yet she said she did no homework
- Gail referred to herself as fat, she wasn't, at most she was slight plump
- Desire to be trusted at home but admission of deceit
- Her reports on courses in contrast to teachers

Issues teachers raised

- Shyness
- Acceptance by others

Consequently the counselor called Gail in for an interview. Below are excerpts from that interview:

Sixth Handout "Gail - Counseling Interview"

Make note to students that these are excerpts from the interview transcript.

Ask: (1) What did the interview excerpts do to modify your picture of Gail? What questions about Gail did the interview answer? Fail to answer?

(2) Do you think this was a good counseling interview? Why? Why not?

Do you think the interview would have been more or less effective if the counselor hadn't had the preliminary data?

(3) Do you agree with the counselor's suggestion that he talk things over with her (a) parents (b) pastor?

(4) What might the counselor do through the pastor?

(5) What would you want to discuss with Gail's parents?

Would you want to pay a home visit or have them come to you?

Would you want to talk to them separately or together?

Seventh Handout "Gail - Parent Interview"

Ask: (1) What does the home's description add to your understanding of Gail?

(2) What is your perception of the parents? Did this change as a result of the interview report?

(3) What if anything was gained through the parent interview? Should parent counselor conferences be a regular part of the guidance program?

Once discussion of the parent counselor conference is completed, tell the students to draw up Plans for Action on Gail's behalf. Ask them to write specific proposals and suggestions on what might be done to help promote Gail's development. Review their plans with them.

Eighth Handout "Gail - Plans for Action"

Discussion

(1) Have students compare and contrast their plans with those of Gail's counselor. Point out the need to limit counselor time if all students are to receive help.

(2) Ask students to estimate the amount of time the counselor spent working with and for Gail. Note that the assessment procedures required little or no counselor time to generate.

(3) Ask if they think such procedures could be employed for all students? Why? Why not?

(4) What ground work would a counselor utilizing this approach need to lay?

Ninth Handout "Gail-Conclusion"

Gail's parents did not go along with all that was suggested. But things did improve greatly. Gail was allowed to make her own clothes--modest but fashionable. She did diet sometimes, but stayed just a little plump. She was allowed to wear a little make up. She extended her participation in the church youth group and eventually was elected as president of the same. She was allowed to participate in debates and was a smashing success. Later she was captain on a championship team. Her parents didn't allow her to "waste time in acting" until her senior year when the Drama club put on a serious play. She also began to write for the school paper and was editor of the school yearbook as a Senior. During both her Junior and Senior years she was selected as a class officer. She also acquired a steady boyfriend who accepted the strict limitations put on her dating. In essence, Gail's social development flourished within the tight parameters drawn by her parents.

After they finish reading the conclusion ask the students?

(1) Do you think Gail would have received assistance through most programs?

(2) Do you think Gail benefited from the efforts by the counselor?

(3) Do you think most students could benefit from this kind of counseling?

Note:

Gail's frustrations were not indicative of abnormality or abnormal adjustment. Yet if the actions taken had not occurred she may have experienced major difficulties. In this case the counselor moved into action--idiosyncratic action--in a pro-active, developmental and preventative manner. This, we believe, is what school counseling should be about.

The case is a real one. Activities were based upon the fact that the counselor knew Gail as well as possible under the circumstances and then utilized whatever facilities were available to provide assistance. The techniques employed in Gail's case proved to be effective in producing the desired outcome. Obviously, many of these methods would not have been effective with others manifesting problems similar to Gail's. We believe this case graphically demonstrates the idiosyncratic nature of individual development and the manner in which a school counselor has to adapt what is available to fit the needs of the individual. Working with and for Gail required working with her parents, her teachers, and her friends as well as with others in the community.

"Gail-Background"

Gail transferred to Green Valley late in her freshman year. At that time the counselor met with her in order to attempt to assist her transition.

Counselor's impressions. When I first saw Gail she was dressed in a "frumpy" long dress. She was cute, pudgy, had a big smile and a bounce to her walk.

I tried to see if I could be of assistance to her but she laughed and said, "I don't think I need a 'shrink' yet—although I am a schizophrenic paranoid with a catatonic nature." I laughed and asked her if she knew what that meant. She did.

I tried to explain the developmental focus of the counseling program here, but she continued to insist she didn't need a "shrink." "I'll make it on my own, I always have."

We talked briefly about her course work. She was taking six credits at her former school and wanted to do the same here. Her grades or records hadn't been forwarded but she assured me laughingly, "I am a genius so don't worry about it." So, I called one of the girls from class and asked her to show Gail around and usher her to classes.

Periodically I saw Gail in the hall. I'd ask her how things were going. She without exception would respond, "Cool, cool—I still don't need a shrink."

"Gail-Teacher Comments"

Teachers were asked to comment briefly in writing about each student in their classes. The only instructions given were that they cite what they believed to be important and that they should not say anything they were not willing to say directly to the students or have interpreted to them.

French. Gail's a hard worker, quiet and attentive. Through her hard work she does very well in French—a pleasure to have in class.

Geometry. Could be much better than she is. She seems bored. She seems to day dream a lot when lessons are explained. She has talent . . . if she'd use it.

Biology. Gail is one of the hardest workers in class. She is very exact in her work. Maybe too exact given the heavy load she carries. She should take time to have fun. She is very quiet and attentive.

English. Easily the most talented student I have had in some time. She has a marvelous vocabulary and writes extremely well. Sometimes her "street" talk turns me off. She also acts a little "stand-offish" at times and seems to be a leader of the "cut-ups." Perhaps she would benefit from independent study. She has a very "bubbly" personality.

World History. Gail is the top history student in class. She seems to excel with little effort. It also seems that she would like to get better acquainted with other class members, but doesn't know how. The "hip" talk and old fashioned dresses just don't seem to make it. Perhaps she tries too hard. To me she seems very likeable.

Home Economics. Gail does well enough in class but sometimes does not appear to be interested. When I talked to her about it she said, "I probably won't get married so I don't really need home ec." At other times she's just alive with enthusiasm.

Phy. Ed. Gail is one who always shows improvement. She's a slow starter but always improves. Sometimes she seems shy. She should be more confident in herself though—this usually hinders her.

The above comments show both consistency and inconsistency. The counselor assumed that each of the teachers was a "good" teacher and planned to assist Gail to build on strengths and alleviate weaknesses. He was concerned that without further knowledge about Gail they might end up working at cross purposes. Therefore he provided them with additional information with which they could better assist Gail.

Self-Generated Data

Gail, like other students at the school, was asked to write a personal essay and fill out a biographical questionnaire each year. Both were designed to help the students think about themselves in ways which might be stimulating to them and at the same time provide staff with insights to better understand and assist them. The essay and questionnaire below were completed by Gail early in her sophomore year. Both are unedited.

"Gail-Sophomore Essay"

Instructions

Everyone is affected by and has an effect upon his world. You have friends, and you are a member of a family, a school, a community, a nation, etc. All of these influence you, and you influence them. Try to identify and discuss the important influences on you, and try to identify ways in which you are influential. Include anything you feel is important.

I was born on a *German* set of parents. My mother is a paradox, rough and loving. Dad is all heart, tender, gentle, forebearing. My only sister is thirteen years older and looks something like Georgina—presently employed as full time mother and hobbiest. [Old world teachings predominate at home, ideas of etiquette, knowledge, religion and love are very tight.] [Mother has a thing about the Bogey man and doesn't trust me as much as I'd like—BUT . . . do I deserve to be trusted?—probably not as much as I'd like.]

I had a terrible crush on one of my teachers who treated me like a human being when no one else did—and who's also like my father (figure?) Anyway, before meeting this Dude I was something like this: 4'8", 150 lbs., dirty, sloppy, dressed like a fat scarecrow—only point in my favor were my grades and they were slipping—He encouraged and cajoled until I had to try to be better. My only regret is that in time I even had to lie to him.

Hail! a bout of petty and major deceit in every area you can name, - that all ended when our Pastor found me crying in the choir loft after being kicked out of a class. He bound up some old wounds and I began to make progress.

I'm spoiled by American affluence, money doesn't mean much to me in terms of myself but I find I sometimes judge other people by it, which is worse as far as I see it.

END OF ESSAY.

Handout #4

"Gail- Second Year Information"

Name Gail

Date November 3, 197-

Home Address

Grade 10 Birthdate 6/6

Telephone

1. Is there any change in your family situation?

   NO

2. What courses are you taking this year? (List them and give best estimate of marks.)

FRENCH II	A	ENGLISH	A
GEOMETRY	B+ - A	WORLD HISTORY	A
BIOLOGY	A	HOME EC.	A-

3. How many study halls per week do you have? 0

4. If you could spend all your time on one of your *current* subjects, which one would it be? WORLD HISTORY

5. Why? I AM INTERESTED IN PEOPLE AND THEIR CULTURES; ALSO THEIR ORIGINS.

6. Second choice? ENGLISH

7. Why? I LIKE LANGUAGE BECAUSE IT EXPRESSES THE HUMAN SOUL.

8. If one subject were to be dropped from your *current* high school program, which would it be? FRENCH II

9. Why? LEAST NECESSARY COURSE AND THE EASIEST

10. Second choice? GEOMETRY

11. Why? I NEED A SCIENCE CREDIT AND IT'S *BORING!*

12. Do you have enough time to complete your assignments in school? SOMETIMES

13. How much time, on the average, do you spend in doing school work each night? NONE

14. In what group activities—school, church, or community—do you participate?
CHORUS, CHOIR, CHURCH

15. Any offices? NO

16. What do you do when there is nothing that you *have* to do?
CLEAN HOUSE FOR MY MOTHER SOMETIMES, MORE OFTEN I READ.

17. Any activities in which you would like to participate but can't?
SWIMMING TEAM

18. Why choose them? I DON'T

19. Why can't you participate? FAT and . . .

20. What courses are you planning to take your third year?

LATIN I
U.S. HISTORY
CHEMISTRY

ALGEBRA II
SPEECH II

21. What courses during your fourth year?

PSYCH.
PREP. ENGLISH
LATIN II

PHYSICS
ART
TRIG

22. Is there any subject in particular you are looking forward to taking in your next years in school? SPEECH II

23. Why? I ENJOY PUBLIC SPEAKING (I THINK)

24. Who are your closest friends this year (circle 3 closest friends)?
DOUGLAS MARLENE

25. If I were to ask them what kind of a person you are, what do you think they would say? INSANE

26. What qualities would they like most about you? TOSS UP - I'M GREAT HELP ON HOMEWORK. . . .

27. Is there anything about your health that keeps you from doing things you want to do? FAT

28. If you have a part-time job, what do you actually do on the job?

29. What occupation are you considering most as a career? TEACHING

30. Why are you considering it? MANY OF THE PEOPLE I MOST ADMIRE ARE TEACHERS, I LIKE SCHOOL AND KIDS.

31. What other occupations have you considered during this past year? SEMINARY

32. What has your father said about your plans for your future? "YOU'LL CHANGE YOUR MIND A DOZEN TIMES!" (I HAVEN'T FOR YEARS)

33. What has your mother said about your plans for your future? THE SAME THING

34. If things worked out just the way you wanted, what would you like to be doing ten years from now? TEACHING SPEECH-ENGLISH AND MOONLIGHTING AS AN ORDAINED NON-ATTACHED PREACHER OF THE GOSPEL

35. If you had any three wishes, what would they be? PEACE OF MIND, COURAGE, AND DEGREE

36. To whom have you gone when you wanted to talk over your plans and your problems? NO ONE!

37. Any comments or questions? GREAT INQUEST

GAIL

"Gail-High School Reading List"

Answer the following questions:

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

Hours: 0____ 1____ 2____ 3____ 4____ 5____ 6____ 7____

8____ 9____ 10 X 11____ 12____ More than 12____

2. What have the members of the school staff done to encourage your reading beyond required class work? SUGGESTED GOOD BOOKS USED THEM AS REFERENCE IN CLASS DISCUSSION

3. What encouragement have you received in your home? GOOD BOOKS ARE A FIXTURE. I WAS ALWAYS ALLOWED TO READ.

4. List below the magazines and newspapers you read most regularly.

BANNER JOURNAL
MILWAUKEE JOURNAL
TIME
McCALLS

5. What section of the newspaper do you read first? NEWS HEADLINE, COMICS

6. Then which sections do you read? STATE NEWS - HOME IMPROVEMENT

7. What reading did you do during the past summer? NOVELS, FICTION, FRENCH, THEOLOGY, CRAFT, ALGEBRA

8. List below the titles of the books you have read in the last two months.

HOUSE OF SEVEN GABLES
MOBY DICK
GOSPEL ACCORDING TO
TOO NUMEROUS TO LIST

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read. NON FICTION - BIOGRAPHIES

While the above provided the counselor with some added insights and perhaps by themselves could have helped teachers better understand Gail and her needs, he had a number of questions as well:

Inconsistencies

- No study halls, near straight A's, yet she said she did no homework
- Gail referred to herself as fat, she wasn't, at most she was slight plump
- Desire to be trusted at home but admission of deceit
- Her reports on courses in contrast to teachers

Issues teachers raised

- Shyness
- Acceptance by others

Consequently the counselor called Gail in for an interview. Below are excerpts from that interview:

Handout #6

"Gail-Counseling Interview"

Gail — Well I decided to talk to you this time. I found out you're not a shrink after all.

Counselor — (chuckling) You're afraid of shrinks but not me.

Gail — No not really . . . I mean I'm not afraid of shrinks or you either. But there are a few things I'd like to talk over.

Counselor — O.K.

Gail — Well . . . First, if I don't get out of jail I'm going to break out!

Counselor — Jail. . . .

Gail — Yeah. I just can't take sitting at home at night all the time while so much is happening. I've just got to get out.

Counselor — and your parents won't let you.

Gail — Right on. You'd think they think I'm going to run right out and sell my body.

Counselor — They don't trust you and you think they can . . . and should.

Gail — Oh . . . you did read my essay. Well that was really nothing . . . I was just trying it on for effect . . . being dramatic and kind of cryptic.

Counselor — So you can be trusted and you're not deceitful.

Gail — Oh sometimes I tell little white ones but yeah I can be trusted at least on major things . . . I do tell a few stories. But I've got a good imagination and I've got to do something. I'm tired of sitting and reading all the time. . . . Sometimes I do tell a little white one to escape for a bit. You know, tell them that I'm going to help clean the church, when I'm not . . . but I only go for a walk and get back early.

(Gail and the counselor continue to talk about home and her desire to have the opportunity to go out at night. He offers to talk to her parents, she is at once both excited about the idea and seemingly somewhat apprehensive.)

* * *

Counselor – Then, they are very proud of your school work.

Gail – Oh yes. Maybe I've given you a jaundiced picture. They are very loving and proud. Neither is very educated but they are both very bright. They both read a lot. They talk things over with me a lot too. Their values are just different. They are not impressed with money or outward appearances. Nor frivolity. But they do care about people . . . and God. They are very religious, very moral, and I guess they want to make sure I stay that way. . . . They really love me a lot. A lot of the things they believe in I hope I do too. I am pretty religious. . . . But I would like to do some of the other things kids do. And maybe dress a little different so I don't look so fat.

Counselor – So you really love your parents a lot—you respect their views.

Gail – (interrupting) Yeah but I wish they would do the same—I mean—trust me a little and at the same time trust themselves.

Counselor – trust themselves?

Gail – Yes, I'm part of them I share their values—at least most of them. I try to do my best in school and I'm very faithful in my religion. . . .

* * *

Counselor – You said on the questionnaire that you don't do any homework.

Gail – Oh . . . that was another of my white ones. On the average I do two or three hours a night . . . I was just trying to be a little mysterious . . . you know, one of the few ways I get recognition is by being a top student. But to get it you can't let the others know you're a grind. You know . . . I try to be cool about it.

Counselor – And you really like all your courses and do your best at each . . . even geometry?

Gail – Well I probably work hardest at Geometry. I don't like it. I'm not good at it. So I pretend I could be if I wanted to.

* * *

Counselor – You know you're really not fat.

Gail – Just . . . well I'm not obese. But I'm not petite like my Mom and Sis. And I sure do look fat in the clothes I have to wear . . . You know at home they've always called me "Chubby" or the German equivalent . . . but you really don't think I'm fat?

Counselor – No–but I agree those dresses don't do anything for you.

Gail – You know, if they did let me wear other clothes I don't even know what would look right.

* * *

Gail – I would like to have a boyfriend. But I guess he'd get tired of sitting around my house. . . . For that matter I'd like to have some close girl friends, too. . . . You know–to talk some things over.

* * *

Counselor – Well, that about wraps it up. I'm going to make an appointment with your parents. And I'd like to talk a few things over with your pastor and some of the teachers. Maybe I can help. Anyway, we'll give it a try.

Gail – Thanks . . . uh . . . even if it doesn't work out thanks for talking. Thanks for trying. (laughing) You're pretty nice for a shrink.

"Gail-Parent Interview"

The counselor called Gail's parents and made an appointment to meet with them in their home. They seemed somewhat surprised at the request but willingly consented.

Home Visit. The ______ home was located at the outskirts of town. It had a very neat appearance—lawn obviously cared for, freshly painted, spacious but older. Inside the house was spotless if somewhat austere in furnishing. Book cases lined two walls in the living room. Outside of one picture of F.D.R. and one of J.F.K. all others were religious. Magazines were neatly stacked on two of the tables.

The counselor was greeted at the door by Gail. As soon as she introduced him to her parents she was excused to go to her room.

Gail's parents seemed somewhat ill at ease and concerned about the visit. The counselor assured them that Gail was not in any trouble but that parental visits were included in the normal course of events as part of the guidance program.

After the ice was broken the counselor encouraged them to talk about both Gail and themselves. The picture Gail had given of them appeared quite accurate. Both were much older than were the average parents of sophomores. Both were obviously proud of their daughter and extremely concerned about her welfare. Both were very concerned about what they termed the "religious and moral decline of America." Both were worried about Gail growing up in such a "crazy society with such mixed up priorities."

Later the counselor discussed Gail's desire for more freedom. They stated that there was a difference between freedom and license and that children Gail's age needed supervision. They further stated that many of the activities of youth in this culture were frivolous—that each person had a moral responsibility to fulfill his/her potential and games and parties did not contribute to that. However, they did agree that religious and educational activities would be permissable if supervised.

With as much tact as possible the counselor raised the issue of Gail's idea that she was fat. They chuckled, but agreed not to call her "Chubby" any more. (They didn't realize that Gail didn't like it—to them it was a term of endearment.)

Clothes were also discussed. They stated, "Americans are overly concerned about outer appearances." They further stated that they would not waste God's resources on such frivolity. Gail's mother said she made Gail's clothes, "They are functional and decent." She did agree that Gail could make her own clothes as long as she wasn't extravagant and as long as they were modest.

The interview concluded with the parents thanking the counselor for his concern for their child's welfare. He left with the feeling that the interview had gone well for Gail.

"Gail-Plans for Action"

The counselor carried through by coordinating efforts on Gail's behalf. The following activities followed.

Teachers. The counselor filled the teachers in on what he had learned. In turn he asked:

1. Would the English teacher encourage Gail to try out for the school play and and for the school newspaper?
2. Would the History teacher who was also the debate coach encourage her participation in debate?
3. Would the Home Economics teacher help Gail select patterns appropriate to her physique which were also sufficiently modest? Also would she provide Gail with advice on grooming and dieting?
4. Would the phys. ed. teacher help Gail plan an exercise program?
5. Would one of the teachers be willing to start a literary discussion club and ask Gail to participate? (The librarian offered.)
6. Would all be sure to get Gail involved in class?

Community.

1. The counselor called Gail's pastor and asked about church youth activities and groups. He said several projects were in action. He also said he would talk to Gail and her parents about them.
2. The counselor also called the woman in charge of the "candy stripers" and suggested Gail as a candidate. She also was most willing and said she'd be pleased to have Gail and would talk to her parents about the program.

Gail.

The counselor called Gail in and told her what he had done. She acted very pleased but a little frightened. She assured him that her parents would not approve of all the activities but hoped they would some. She also said she hoped she could "do the job if I get the chance."

"Gail-Conclusion"

Gail's parents did not go along with all that was suggested. But things did improve greatly. Gial was allowed to make her own clothes--modest but fashionable. She did diet sometimes, but stayed just a little plump. She was allowed to wear a little make up. She extended her participation in the church youth group and eventually was elected president of the same. She was allowed to participate in debates and was a smashing success. Later she was captain on a championship team. Her parents didn't allow her to "waste time in acting" until her senior year when the Drama club put on a serious play. She also began to write for the school paper and was editor of the school yearbook as a Senior. During both her Junior and Senior years she was selected as a class officer. She also acquired a steady boyfriend who accepted the strict limitations put on her dating. In essence, Gail's social development flourished within the tight parameters drawn by her parents.

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination of Referral

Lesson 2: "Working with Others"

Background:

In a developmental program, counselors need to be prepared to work with and through other people if they are to serve each student. Thus, they must establish professional communication in order to coordinate the services of self and others.

Instructional Goals:

The purpose of this lesson is: (1) to stimulate thoughts about how one would actually make and facilitate plans to coordinate efforts. (2) to provide some experience in drawing up coordination plans.

Class Activities:

One week prior to class assign each student one of the exercises, according to his/her projected setting: (a) high school, working with parents; (b) high school, working with teachers; (c) high school, establishment and use of a guidance committee; (d) mental health unit, working with other professionals; or (e) employment service, gathering and dispensing information). They will write out a plan of action.

In class separate students into groups of persons who picked the same exercise. Have them discuss and critique the written plans and to consolidate these into one plan. Have each group report to the class their consolidated plan. Discuss each. Make suggestions as a follow-up. The composite plans can be typed and reproduced for distribution to all class members.

Developed by Ester Hauser Laurence

Based on Career Counseling in the Rural Schools

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral

Lesson 2: "Working with Others"

Background:

To efficiently facilitate a counselee's growth and development:

- --A counselor must first know each counselee well in order to enlighten others and help them to know the counselee better
- --A counselor must have a goal or a series of goals appropriate for each counselee.
- --A counselor must choose techniques and procedures to use with each individual.
- --A counselor must have a working relationship with other people (significant others in the counselee's life, other professionals, etc.)
- --A counselor must be able to use expertise and the powers of persuasion to solicit his/her efforts on the counselee's behalf.
- --A counselor must insitutute a good communications system in order to help others to know the counseling role and function and to coordinate services on a systematic basis.

Assignment:

Choose A, B, C, D, E according to your projected counseling setting. Consider the questions listed in that exercise, and write out a plan you might use.

In class:

A. If you are planning to work in a High School:

Make a plan for working with parents.

Questions to Consider

1. How do you feel about parents in general? Are there typical parents? Are most parents like your own?

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2. Do parents see their children as individuals?

3. Do you believe that it is possible for a parent to be objective about his/her own child?

4. Would information from a parent be as good as information from a professional? Not as good? Better?

5. How do you feel about sharing student records with parents? Would that be helpful? Harmful? What are your views on confidentiality?

6. What is the extent of a parent's legal right to know what his/her child has revealed to a counselor?

7. In what ways would a parent be a unique resource to learn about and work with a child?

8. How would you go about using parents as a resource to learn about a child?

    (a) What procedures would you use?

    (b) How would you organize your efforts?

9. How would you use parents to promote development?

    (a) What procedures would you use?

    (b) How would you organize your efforts?

B. If you are to work in a High School:

Make a plan for working with teachers.

Questions to Consider:

1. Have you taught? How do you feel about teachers in general? Are there typical teachers?

2. Do teachers and counselors often have different theoretical ideas about students?

3. Are teachers objective about individual students?

4. Would information from a teacher be as good as information from a parent? Not as good? Better?

5. How do you feel about sharing student records or the content of counseling interviews with teachers?

6. Does a counselor cometimes have to "work around" teachers?

7. Is it the counselor's or the teacher's responsibility to maintain communication on students?

8. In what ways are teachers unique resources to learn about or work with a student?

9. What specific ways could you use teachers as resources?

C. If you are to work in a High School:

Make a plan for establishment and use of a guidance committee.

Questions to Consider

1. How would a guidance committee be formed?

2. Who should serve on it? Who should not serve on it? Why?

3. Who should chair it? Who should not chair it? Why?

4. What would be the committee's authority?

5. What would be the counselor's role?

6. What would the committee acutally do?

D. If you are planning work in a Mental Health Unit:

Make a plan for working with other professionals.

Questions to Consider

1. What other professionals or agencies might be helpful to you?

2. How would you best approach them?

3. What presentation methods would be most useful to your clients?

E. If you are planning to work in an employment service office: Make a plan for gathering and dispensing information about job opportunities.

Questions to Consider

1. What sources of information could you draw on?

2. What modes of presentation could you use?

3. Would you personally communicate the information or would you have speakers? Group meetings? Written material?

4. Would you use employers? Workers? Unemployed people? Other counselors? Why?

Suggested Reading:

Hartz, D. and Kosmo, S. Career Counseling in the Rural School. Madison, Wisconsin. Wisconsin Vocational Studies Center, 1977, pp. 143-177.

Rothney, D. Adaptive Counseling in Schools. Englewood Cliffs, New Jersey; Prentice-Hall, 1972.

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral

Lesson 3: "Individualized Use of Personnel and Resources"

Instructional Goals:

The objects in this lesson are threefold:

1. to again reiterate and reinforce the concept that each counseloee must be considered as a unique individual with his or her own needs and desires

2. relate career guidance content to the needs of individuals

3. to stimulate the student to think about resources, especially other people, and how they may relate to the problems and tasks of guidance and placement in various settings.

Class Activities:

Directions for the exercise:

The exercise materials consist of profile sheets of individuals who might be involved either institutionally or personally with counselees with the counseling process. These cescriptions are labled with the general heading: Support Person, and a sub heading such as: Parent, Spouse, Teacher, Friend, School Administrator, etc. Other profile descriptions are headed: Counselor. Also included are counselee profiles.

Directions:

Divide the class into groups of six. Designate one of the members of each group as counselor. Pass out the counselor profile and an accompanying counselee profile to that pprson. Pass out profiles for support persons to each of the other group members, or allow each to select one of the support roles for that group. Inform the groups that they are participating in a case conference on a counselee for whom the counselor has a profile. Their task is to identify his/her needs and develop a written plan to assist that individual using the resources of the group collectively or of members individually. The counselee is not present.

When group have completed their plans have them describe the case to the class and describe their plans for action. Solicit reactions and suggestions from the class.

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CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral

Lesson 3: "Individualized Use of Personnel And Resources"

Background:

Counselors often attempt to set goals for individuals. The school counselor may feel responsible to bring counselees to some set point, for example to a career or college decision by the time he or she graduates from High School. This kind of goal may be frustrated. If we think of Jane or John as a typical 15 or 17 year old and expect him or her to reach certain recognized plateaus, she or he may simploy not fit out expectations. We may also expect certain kinds of techniques to work with an individual and then run into situations where particular help is bot needed, not appropriate or not welcome. For example, testing may be good for John and of no apparent help to Jane. Personnel may not fit individuals, either. Jane's parents may be supportative and thereby help facilitate the career selection process, while John's parents may serve as a roadblock. John may get triggered into an appropriate profession through a part time job; for Jane such an experience may be a waste of time. We cannot expect each individual to be the same, have the same needs or respond the same. Rather, different needs and responses are to be expected.

The guidance counselor or placement counselor, while working with and for individuals, will not either do all the work himself or herself or will he/she work in a vacuum. Other persons will have negative, positive or neutral influence on both the counselees and the processes. Resources and influences will vary according to different circumstances of the client and in different work settings of the counselor. To most effectively work for and with our counselees, we must become aware as possible of the total ambience: place, circumstances, and persons.

Exercise:

You will be divided into groups of six. You will each receive a profile.

You are to role play the person described in the profile during a case conference on a particular counselee. During this conference you must decide:

(1) What the individual counselee's needs are; and,
(2) What you as a group and as individuals within the group might do to promote the counselee's growth and development.

Write out your statement as needs and your plans for action. Be prepared to present this to the rest of the class.

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Group 1: Counselor and Counselee Profiles

Your position in this game is: Counselor in a school setting.

You are a very settled, comfortable, homey person. You read all the latest journals. You go back for frequent in-service training. You try to see each counselee at least once a year on a regular basis. Your door is always open and people do tend to drop in. Someday you hope to write a book on do-it-yourself career guidance. In groups, you like to be non directive, believing that people learn best from peers. The only thing you worry thing right now is your weight.

Your counselee is Mary Beth. This is a conference. You didn't necessarily choose who would participate. Mary Beth is not present.

COUNSELEE PROFILE

Mary Beth is a high school junior. She is very bright and highly motivated intellectually. She wants to go on to college but cannot decide what field to go into. No one in her family has ever had a college education. The family is poor; her father died some years ago. For a period her mother was on welfare although she is now remarried. Mary Beth and her stepfather do not get along, so she lives with her aunt. There is no money for her education. She will have to work while in school. She is intelligent and poor enough to qualify for scholarships and has asked the counselor to help her apply. Mary Beth is rather isolated socially because she is an all A student and because she has recently undergone a growth spirt that has made her seem unusually tall and she is self conscious and awkward in her body. Her aunt is an older woman and restricts Mary Beth more than her peers are restricted. Mary Beth bites her nails. The counselor has given her a battery of tests. Basically the results showed that she is bright, capable, motivated intellectually, and that she would be capable of almost any kind of professional work. Her favorite subjects are Social Studies and Math.

Support Person (Elementary Teacher)

The counselee was a favorite student of yours. You have been in touch with her progress from time to time. You are afraid that she is likely to make a wrong decision. You have recently recommended some books for her to read but do not believe she is going to read them. You are feeling a little impatient. You do not believe that the other persons know the counselee as well as you do.

Personally, you are bored with teaching. You have a student teacher working with you and are delighted to be able to spend any time you can out of your classroom.

Support Person (Parent)

You are bewildered by your child's career ambitions because no one in your family ever expressed such ideas. Your child seems to want the opposite of the family pattern. Your spouse sides with the child. You are trying to understand and to control your anger. You have four younger children and are very worried that they will all go against you once the process starts. It makes you uncomfortable to have been asked to come to the counselor's office. You are trying not to reveal your true feelings.

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Support Person (Doctor)

The counselee has come to you as a patient. You know some personal stuff about her which you cannot reveal. You think the person has talent and would like to help. You are especially interested in having people from the area attend your alma mater, and you would consider personally providing some scholarship money, if it could be anonymous, and if the person would agree to study either medicine or horticulture (your father's field). You have a hard time relating to working class people.

Support Person (Community Organizer)

You are a member of the same minority group as the counselee. You've been in town about six months and are working at the local grocery co-op.

You operate a small hand printing press in the basement and distribute flyers in the shopping center on weekends. You are the champion of all oppressed people. You are an ardent radical feminist (regardless of your own sex). You live with a person of the opposite sex and of the majority race. You wear jeans and a bandana. You have a masters degree in philosophy from Berkeley and have published articles in scholarly journals. You have a strong self image and a loud voice. You are also good at fixing cars, mountain climbing, and gourmet cooking.

Support Person (Concerned Citizen)

You are either retired or a housewife. You are very active in community affairs and have served on the board of most of the important organizations. You have a vast contact system. You are known to most to anybody who is anybody in town. Your spouse is very successful and wealthy. You are not particularly well liked but you are recognized as a powerful person. Your potential to be of help on any project is great. Your mere presence helps a cause, because people listen to you, hoping you will do them favors. You tend to ask questions of others that draw information out of them, but do not contribute much yourself. Later you are likely to make calls on your own and put the squeeze on people. Personally, you do not believe that it is important for everybody to have a job. You would like to see more emphasis on meaningful volunteer work. You thing that one income per family should be enough. You do not believe that mothers of young children should hold full time jobs.

Group 2: Counselor and Counselee Profiles

Your position in this game is: Counselor in a school setting

You are the Football coach, but you took some counseling courses while in college and have been assigned to fill in while the counselor is in the hospital having a baby. You are anxious to do a good job and have been reading books on counseling in the evening, and talking a lot with your brother-in-law who is a doctor. Everybody on the staff likes you and are happy to come to any meeting you might call. You are enjoying using the counselor's office which is on the 2nd floor and has sunny windows, (your office is in the basement and smells sweaty). Some of the boys on the team have been trying to help you in the office and you have had some problems with them reading the personal files, so now you sit with your back to them.

Your own employment history consists of working for your father's construction company, going to college, a year of semi-pro ball and coaching. On the side you now own a used car lot, which your spouse manages.

Larry is your counselee. You are participating in a case conference about Larry. Larry isn't present.

COUNSELEE PROFILE

Larry is sullen and generally disagreeable. A high school senior, he cuts classes a lot and runs around on his motorcycle. Earlier testing indicates that he is bright and he got excellent grades in elementary school. Although the counselor has seen him for routine appointments, Larry has never communicated anything about his personal life or ambitions. He has a steady girlfriend who is very bright and motivated. The rumor is that her parents disapprove of Larry and are trying to break the couple up. As far as anyone knows he has no career plans. Larry has never asked for help from anybody. His family seems stable although his father appears to be a rather cold person. Larry is the oldest of five children.

Support Person (School Secretary)

You consider yourself a friend of the counselee because you consider yourself a friend to everybody. You heard that the other people were going to get together to talk about the situation with this person so you went ahead and dropped in to join the group. You are making coffee for everybody.

You are married, age 40, have been working at the school for seven years, since your last child entered school. Before your marriage you were a private secretary to an attorney, whom you married. You are a graduate of a secretarial school. You watch TV in the evening, are an officeer in the auxiliary of your spouse's professional association. You raise a lot of nice plants in the office. Your 80 year old mother-in-law lives with your family.

Support Person (Teacher of Driver Education)

You are having a bad day. You do not like the counselee. Last Monday your application for law school was turned down. Over the last month or so you have been trying to interest the counselor or the principal in your own personal problems and have gotten nowhere. You believe that most of the staff at the school look down on you because your field is not considered intellectual. Your girlfriend has not called in two weeks. You are only living for spring break which is still three weeks off. You wish that someone would show as much interest in you as they do in the counselee.

Support Person (Bartender)

The counselee has been stopping by your place quite regularly. You're concerend that he may have a drinking problem. He has been hanging around and has offered to help you sweep up and you have been having some talks together. You would offer him a job, but you are concerned that a bar is not a good place for this person to work at this stage of life. You want to do the right thing and would appreciate advice. Your perceptions about people are very good. You are an open and friendly person. Your personal life is in good shape.

Support Person (Probation Officer)

People in the group do not realize that you are here in your official capacity, and you feel obligated not to reveal that the person being talked about is your client. Basically you feel that the counselee is doing fine and is not likely to have anymore trouble with the law. You are a little uncomfortable knowing what you know, but are good at maintaining a professional distance. You have another client whom you think the group could be of more help to and would like to steer the conversation around to him.

Support Person (School Janitor)

You are a very perceptive person. You know most of the kids in the high school, because they enjoy chatting with you down in the furnace room. You are aware that some of them are cutting classes, but you don't think that's your business and you also think that the talk sessions they have with you are probably as good for them as whatever they're missing in class. The counselor used to have serious talks with you about your visits with the kids, but you set him straight quite some time ago and you now feel that he understands, and that you have a good working relationship with him. You are always happy to be included in helping others deal with problems and tend to make active contributions to discussions.

Group 3: Counselor and Counselee Profiles

Your position in this game is: Counselor in a School Setting

You are new at counseling. You graduated last June with a Masters degree. Prior to going back to school, you were a grade school teacher for eight years. You are divorced and your only child lives with your former spouse. You are new in town, know hardly anybody, although you are becoming very active in church related activities. Politically, you are a conservative. You believe in moderation in all things, speak in a soft voice, and think of yourself as a calming influence. You believe that everbody should strive to take care of his or her own needs, and that if they did so welfare would be unnecessary. You keep yourself in good trim by jogging every morning. Your goal is to practice as a school counselor for a few years and then to again return to the University for a Ph.D. and get into mental health counseling work.

Jim is the subject of the case conference. You didn't call it, nor is he or was he your counselee you were asked to participate.

COUNSELEE PROFILE

Jim is the son of the high school principal. He's 21 years old and slightly retarded. He has a high school diploma because he was progressed through with his class. Since graduation he has held jobs such as grocery store bagger and gas pumper. The local garage has now gone self-service and Jim will be unemployed. The principal has been in to talk with the counselor, requesting the Jim be tested to see if there is come field he might train for. The family has never totally accepted Jim's limitations and still hold out hope that he might be able to function in a job with some responsibility, if that job could only be discovered. Jim is pleasant and agreeable and would like to cooperate but is a little confused. His best subject in school was shop. In his spare time he builds intricate model ships and planes.

Support Person (Friend)

The counselee is your closest friend. You would do almost anything to help him. You have never held a job yourself, although you earn money from your arts and crafts. You feel that your friend is also talented and could probably do as well as you are doing, but you wouldn't urge him. However, with some encouragement from the professionals in the group, you might try to influence your friend. You really want whatever is best for him. Besides being good at making things you are very good at finding unusual and creative ways to publicize and market your wares.

Support Person (Local Business Man)

You are a friend of the counselee's family. They had asked you if you could give the person a job in your organization, so you told your personnel manager to see if it was possible to find him something. This is still in process. You feel caught between being a good friend and a good business man. You are apprehensive that the counselor may ask you to provide jobs for all sorts of people once the word is out that you were willing to try to place this person. You want to be generous but cautious. You quit smoking only last week and the presence of someone with a cigarette drives you up the wall.

Support Person (Parent)

You are a very supportive person. You listen carefully when others talk. You accept your child as he is and will readily accept his career decisions. You have had a long and varied career yourself. You have many good contacts in the community. Probably the best kept secret in town is that you are not happily married. This child's the youngest and as soon as he leaves home you plan to get a divorce and leave town, but no one knows that but you. You are a chain smoker.

Support Person (Former Employer)

You own a local small business. The counselee has worked for you on a part time basis. You like him and would like to help him succeed. You feel shy in the company of professionals, especially the counselor and worry about your limited vocabulary. You are an excellent manager and have a lot of knowledge especially in how to make a good impression in job seeking and how to hold a job, but you are not likely to speak out in the company of people that you think are "better" than you are.

Support Person (Teacher)

Your are a Social Studies teacher at the High School. You have known the counselee for about three years and like him. You would sincerely like to help and have gone in to see the counselor on your own initiative to ask advice. By nature you are a cautious person and would not like to meddle in anyone's personal life. Personally you believe that the counselee should get additional education and you think that the field he is considering will not prove satisfying.

You are 37, have been teaching for 13 years. Before that you spent some time in the Air Force. You are married with several children and consider yourself happy and well adjusted. You like sports, especially tennis and baseball. You like things neat and tidy. You do not like to attend group meetings.

Group 4: Counselor and Counselee Profiles

Your position in this game is: Counselor in a school setting

You are not necessarily the captain of your team. Your position and your authority will be determined by the official rules set by your team as a unit. You are 45 years old. For the last 23 years you have been a counselor at a large central type rural high school which draws students from a wide geographical area, mostly a farming area, with several small towns included. There is hardly any industry except for a meat packing plant, a milk processing plant and a feed mill. Many students tend to migrate to a medium sized city after graduation to find jobs in offices, at a tannery, or to attend the technical college. You have a Masters degree, like to read non fiction books, and consider yourself an intellectual. You put great value on formal education. Your oldest child, a son, is a sophomore at the state University, studying philosophy, and you are very pleased about it. Your daughter, age 16 is a boy crazy and only wants to get married. You are not terribly happy in your marriage of 21 years, which seems dull. Your spouse is either a farmer or a housewife (depending on sex). He or she has a Bachelor's degree. You like your job, but you always hoped to eventually be made principal. You have little or not hope of that happening.

Stan will be yoru counselee. The guidance committee has decided to try meeting to plan developmental activities for a sample of students to see how it works. Stan was randomly selected.

Counselee Profile

Stan is 13 years old and will be entering high school next fall. He is an average to bright child, a member of the Boy Scouts and 4H. In his spare time he raises rabbits. He has three older sisters, one of which is at the State University in pre med. His mother is a nurse, his father the local pharmicist. He has not had any serious adjustment problems, although his closest friend, Bob, has been in trouble for possible vandalism. Stan will be seen by the counselor as part of his routine schedule of appointments with entering freshman.

Support Person (Social Worker)

You are new at your job and anxious to be of help wherever possible. You see unemployment and under-employment as serious social problems. You think that the facilities for help to persons with vocational problems is not adequate in this town, and you would like to personally improve it. You have been information gathering around town, talking to businessmen, employment agencies etc., to build a useful file for job seekers. You would like people to know that you are doing this, to recognize you, and to contribute to, or to use this file.

Support Person (Parent)

You are delighted with the counselee and with his career ambitions. You are also pelased to be included in this discussion. You like the counselor who is an old friend, but there is one other person in the group whom you abhor.

You are a professional person, secure in your own job. You would prefer that the counselee eventually settle or remain in the area.

Support Person (Teacher)

You are the English teacher. Your own life is not very exciting. You are married to a steady pleasant person and have two normal healthy children. You have experienced no recent crises or disasters. Your real ambition is to write a great novel. You believe that all great literature must be based on the lives of real people. You look for characters everywhere. You make it a practice to tune into other people's experiences and problems. You listen hard, trying to grasp the hidden messages behind what they say. You ask penetrating questions.

Support Person (Local Businessman)

You are only concerend about how many gidgets you sell. All the hiring questions in your business are handled by the personnel staff, which you feel is very capable. Your spouse encourages (nags) you to take more interest in community problems, and you realize that it might be good for customer relations to do so, so you have let it be known that you are interested in helping develop career guidance services. You tend to classify educators, in general, as impractical people, and counselors, in particular, as fuzzy headed dreamers, but you don't want to offend any potential customers.

4

Support Person (High School Principal)

The superintendent has been putting pressure on you lately to try to cut your budget. It has been suggested that some personnel or programs be dropped so you are taking a long hard look at all operations. This is one of the reasons you are sitting in on this session, another reason is curiosity. The whole counseling process fascinates you, but you know very little about how counselors actually work. You have frankly wondered if some of the teachers might be able to take over parts of the counselor's duties. You are very secure in your own position.

CAREER COUNSELING AND GUIDANCE

Unit V: Coordination and Referral

Lesson 4: "Counselee Feedback"

Background:

The exercise included with this lesson plan aims and ties back to the concept of the importance of the counselee as a unique individual regardless of other factors. In the previous lesson, students concentrated on "helping" a counselee who was not present to represent himself/herself. Through that exercise, the various groups have decided on some actions to be taken. BUT, all of this, while with the best of intentions, was done without direct consultation with the counselee.

Instructional Goals:

1. To assist students in recognizing the need to include counselee input in planning activities on their behalf.

Class Activities:

For this exercise, have a student represent the counselee of the written profile. This person should join the group who have been working on his/her behalf, and reflect on the plans and solutions. He/she should offer feedback in terms of the counselee's personal reality. He/she should advise or confront the group and indicate what he/she feels are the strengths or weaknesses of the plans or solutions arrived at. Then the groupmay open up discussion to evaluate what they did in the previous exercise, how it was done, where the group failed and/or how it was successful. Total group discussion may follow to contrast and compare how different groups dealt with the exercise and with the feedback.

The following questions may be useful to stimulate discussions:

1. Will the arrived at solutions (or plans of action) fit the counselee's own perceived need?

2, Will the counselee be interested in following through on suggestions or actions?

3, If the counselee does follow through, what results can reasonably be expected, given his/her personal reality?

4. Will the decisions of the helpers have to be altered?

5. Can plans be made to help an individual without that person's involvement?

Developed by Ester Hauser Laurence

CAREER GUIDANCE AND COUNSELING

Unit V: Coordination and Referral

Lesson 4: "Counselee Feedback"

Background:

As a professional, you will be constantly faced with the need to evaluate what you are doing or have done. Sometimes the results of good counseling seem obvious. More often they are hard to assess. Growth is a constant process. Pointing to a counselee's accomplishments or progress may only work for one day at a time, and certainly only for that one counselee. Goals change; todya's apparent progress may not fit tomorrow. No wonder the counseling process if often looked on as "some kind of magic." On the other hand, no wonder there are so many attempts to group counselees so that one can assess needs and solutions by applying labels and numbers. Yet, if we recognize individuality as the primary relevant aspect to be considered in each case, what can be a better basis for judgment than feedback from our own counselees.

In practice, getting good feedback is not alwasy possible. To get feedback in depth would take individual conversations with counselee under ideal conditions, and assuming both counselor and counselee felt safe and could be totally open with each other. It also assumes that people know themselves and are able to verbalize awarenesses and feelings. In practice, the best we can hope for is partial feedback, usually based on written-out questions, answered in a survey.

Assignment:

For the previous exercise you tried to make the best use of individual abilities and personalities to "help" a counselee. You didn't pick the counselee or choose to participate. This created exercise was true to life in that you will always be in a grab bag situation in terms of selection of counselees and helpers. How will you evaluate your skill and effectiveness in facilitating the helping process? In the exercise, the counselee was not represented as an individual, able to express himself/herself, make demands on others, agree, confront, protest, or give feedback. At this point, one of you will be asked to "become" that counselee, to help the group look at the work you have done and try to evaluate it, based on the individual needs and perceptions of that client. The other group memebers will participate by listening to the counselee, adn by engaging in discussion to evaluate the work and the conclusions in terms of the counselee's feedback.

Developed by Ester Hauser Laurence

CAREER GUIDANCE & COUNSELING

Unit VI: Evaluation & Follow-Up

Background:

Guidance programs share the overall goals of all school services--goals of facilitating student development. Failures attributed to guidance are generally shared by the failures of other school services. The student who wants to drop out of school because of low grades in academic subjects probably began traveling this route in first or second grade when he/she fell behind in the developmental reading program. That early reading program probably was not evaluated in terms of the school's overall goals -- school services rarely are evaluated in this way. Guidance services, however, are often taken to task for failure to evaluate in terms of overall goals. Critics fail to remember that all school services working together, in concert, have the ultimate responsibility for achieving school goals.

Generally, the goals of the school are stated in terms as broad as life. The Seven Cardinal Principals (1918) are an example:

1. Health
2. Command of the fundamental processes
3. Worthy home membership
4. Vocational efficiency
5. Citizenship
6. Worthy use of leisure time
7. Ethical character

While these are noble goals, such goals are not the focus of evaluation in the school. Generally, the only real form of evaluation taking place is evaluation on a course level in terms of subject matter objectives. The math department claims success because its students perform at a level above the national norm on some standardized instrument or because student post-test scores show an increase over pre-test scores.

While evaluation to assess the processes employed in a course is important, such assessments are not evaluations in light of school goals. Counseling programs which include group guidance courses could readily employ similar procedures. But these would not be evaluation in terms of goals either. Evaluation in terms of short term objectives or of processes designed to achieve the objectives begs the larger question. That is, in light of its goals, what kind of product is the school producing?

"Product" evaluation through follow-up. Usually product evaluation through follow-up has only been used to assess guidance services. However, what happens to students after leaving school should be of concern to all school people. All school goals, not only those of guidance, imply benefits to students beyond the school years. Only by looking at what happened later to their students can all school people gain a feeling for the appropriateness and relevance of their services. While guidance people have usually assumed responsibility for follow-up studies, the results of these studies should not only be viewed as a form of product evaluation for the counseling services but for all school services as well.

While schools must be concerned with their products, follow-up does not provide the same form of evaluation for the school as it does for business. Those in the world of business can select their materials, hire and fire help, reject, monitor, and control. They can fully determine the product by which they will be judged. Schools likewise are often judged informally by their products. But those in the school business do not have the same control of "raw materials," nor are they the only force which influences the product. Thus, product evaluation for the school is certainly not analagous to product evaluation for business. The shape of the product might be more heavily influenced by factors outside the school. Nevertheless, taking a look at our products through follow-up can be a "soft" form of evaluation and can be among the most fruitful research endeavors of the school.

The potential uses for follow-up results go far beyond their worth as evaluation. Follow-up studies can be used for a variety of other purposes:

1. to determine mobility

2. to assess further educational needs and desires

3. to determine realism of vocational choices made in high school

4. to obtain local employment information

5. to determine local employment trends for young people

6. to determine the variety of employment opportunities

7. to obtain facts about wages

8. to determine the means by which students acquired their first jobs

9. to determine occupational difficulties former students encountered

The potential uses of follow-up study are as varied as the interests and concerns of the faculty, students and community. As a tool, both for evaluation and for planning, the follow-up study is critical. As such it should not be treated cavalierly but should involve all those who are concerned with making their school more relevant to the needs of young people.

While follow-up results should be of concern to all school staff, conduct of the follow-up should remain the domain of the counselor. The counselor's subject matter is process skills and these skills cut across subject matter boundaries. Thus, for example, though citizenship is a concern to those in the social sciences, decisions relative to citizenship are of concern to counselors. This is true for each of the other Seven Cardinal Principles chosen as goals in American education.

Purpose:

The purpose of the lessons in this unit is to provide students with the background and skills necessary to conduct a follow-up study and process its results.

Content:

Four lessons are presented in this unit:

Lesson 1 : Planning a Follow-Up Study

Lesson 2 : Resources for a Follow-Up Study

Lesson 3 : Processing a Follow-Up Study

Lesson 4 : Using Follow-Up Data

Limitations:

Lessons only dealing with evaluation through follow-up are presented. Other forms of evaluation such as: context, input and process evaluation are not included. Instructors wishing to cover evaluation in detail will have to augment the lessons and suggested readings in this Unit.

Supplementary Reading:

Hartz, J. and Kosmo, S. Career Counseling in the Rural School. Madison, WI: WVSC 1977. pp. 175-204.

Rothney, J. Adaptive Counseling in Schools. Englewood Cliffs, NJ: Prentice Hall, 1972.

Rothney, J. Guidance Practice and Results. New York: Harper and Row, 1958.

Shippen, S. and Wasil, R., eds. Placement and Follow-Up: Xerox.

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up & Evaluation

Lesson 1: Planning a Follow-Up Study

Background:

The counselor's work doesn't end with the interview and our concern with and for students shouldn't end with graduation. If we're effective, results are long term and/or they may show up throughout the counselee's life. We need follow-up results on individuals in order to evaluate our own work. We need it on groups in order to aid in program development and revision. In addition, other people -- supervisors, school administrators, parents, taxpayers -- may demand that we show results. So we need follow-up studies to be able to satisfy both ourselves and others. Any counselor who is not prepared to get follow-up information or to prepare an evaluation report is not approaching his/her profession realistically.

Instructional Goals:

The purpose of this lesson is to assist students:

1. in understanding the need for follow-up studies.
2. in designing a follow-up instrument and planning its conduction.

Class Activities:

One week prior to class, briefly present a lecture/discussion on evaluation of guidance services. Consider the following issues:

A. Need to evaluate guidance services

B. Methods of evaluation (including follow-up)

C. Need for follow-up studies

  1. of concern to all staff
  2. uses of follow-up data

Hand out "Considerations for Planning a Follow-Up Study." (Student assignment which follows).

Ester Hauser Laurence

Adapted from Career Counseling in the Rural School

Tell students to review the questions on the handout in preparation for the next class.

At the beginning of the next class, hand out "Planning and Implementing a Follow-Up Study." Tell students to read the brief portion up to the questionnaire. Ask them to compare this with their ideas on how to begin a follow-up.

Next, ask them how they would expect well counseled or well schooled graduated to differ from those not well counseled and well schooled.

Then, have them read the questionnaire. Tell them it was designed to tap those variables expected to differentiate between the counseled and non-counseled. Ask them to attempt to identify these variables as they read it.

Next discuss the appropriateness of the variables and questions asked.

Have students complete the reading. Discuss any questions which they may have regarding planning and implementing a follow-up.

Follow-Up on Lesson:

For an assignment students can be asked to identify goals and objectives important to their prospective setting and develop a follow-up questionnaire appropriate to these goals and objectives.

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up & Evaluation

Considerations in Planning a Follow-Up Study

Background:

How can a school counselor tell if his/her services have been effective? In some cases, a counselee may give feedback. But calls from employed and exuberant counselees may not come very often. In a small town, the counselor may know many of his former counselees and have access to informal indications of success, but in other settings the counselor may not ever see or hear of his/her counselees after graduation. If we are concerned about our counselees, we will want to know if our program was indeed of help. And if we are conscientious and serious about our profession we will want to evaluate for our own knowledge, to be able to figure out how to change and improve. Other people, our supervisors, school principals, and parents will want concrete evidence that our services are valuable. In very hard and practical terms, evaluation may determine if we are to keep our jobs.

Assignment:

Consider the following questions:

1. What is the first step you would take if you decided you wanted to conduct a follow-up study?
2. What information would you attempt to acquire? Why?
3. In your setting, would you be able to contact a former counselee if you wished to? What kind of records would you need in order to do so?
4. Would you need to contact all former counselees or only some of them? On what basis would you select the persons to be contacted?
5. At what time intervals would you wish to make contact?
6. How would you go about contacting them? in person? by mail? on the phone?
7. Would you need to design interview models or questionnaires? Why?
8. What kinds of budget, administrative support, or work assistance would you need? How would you get such help?

Reflect on the above questions and be prepared to discuss your responses in class.

Student Handout

(Reading to be used in
class for Lesson 1)

CAREER GUIDANCE AND COUNSELING

Unit VI: Follow-Up & Evaluation

Planning & Implementing a Follow-Up Study

Developing a Questionnaire:

The place to begin a follow-up study involving all school staff is with a statement of the major goals of the school. Each of these must then be broken down into correlates which permit evaluation. They may then be put into the form of questions from which the goal achievement or lack of it might be inferred. For some major objectives this is relatively simple; for others, extremely difficult. For example, assume the following were the goals of the school:

1. Intellectual competence: Scholarship, intellectual curiosity and drive, use of scientific methods, study skills and habits.

2. Cultural development: Arts, sports, student activities, social services, hobbies.

3. Practical competence: Common sense and judgment, ordinary manual skills, environmental adjustability.

4. Philosophy of life: Ethical standards, respect for others' points of view, vocational objectives.

5. Character traits: Integrity, responsibility, initiative, and similar behavior.

6. Emotional balance: Self-control, confidence, sense of humor, sense of security, sensitivity, independence, lack of work.

7. Social fitness: Making and keeping friends, voice, courtesy, social accomplishments.

8. Sensitivity to social problems: Concern for local and general contemporary social, economic, and political problems; assumption of responsibilities of citizenship.

9. Physical fitness: Health habits, activities.

Criteria or questions related to health and physical fitness would be much easier to construct than would those related to philosophy of life or character traits. For example, to determine health, the former student could be asked, "How many days in the past year have you missed work or school? How much time do you spend per day in strenuous physical exercise? What illnesses have you had in the past year?" and so on. But what questions do you ask to determine philosophy of life? Similar difficulty arises in construction of questions to determine "better" decision-making, interpersonal relationship, problem solving and self-understanding skills. These are process skills and to date no follow-up procedures are available that assess these processes directly. Instead, either inferences must be made from the outcomes of the processes or the subject must be asked to report subjectively about his/her ability to use the processes. This is a much less direct form of evaluation and one fraught with many difficulties. This requires, for example, evaluation of decision-making by placing a valence on decisions made or by assuming that expressed satisfaction with a choice is indicative of the use of "good" decision-making skills. An example of the former would be evaluating the flunking out of college as indicative of poor decision-making while an example of the latter would be evaluating the expression of satisfaction with occupation as indicative of good decision-making. These are somewhat shaky procedures but appear to be the best available under current conditions.

The task then is to take the goals of the program and attempt to translate these into characteristics the "well counseled" and "well schooled" subject would manifest. "Five Years After High School" is an example of a follow-up questionnaire keyed to the characteristics that groups of counselors and counselor educators thought would discriminate between counseled and non-counseled subjects.

Five Years After High School

Name ______________________________

Married women give birth name ______________________________

Present address ______________________________
Street & No. City State Zip

Give an address where mail will usually reach you (if different from above)

____

1. Check the *one* item below which you feel best describes your current status.

   ☐ Married
   ☐ Employed
   ☐ Student
   ☐ In Armed Forces
   ☐ Other (explain)

2. Regardless of what you are doing, show how you like it by checking below.

   ☐ I really like it
   ☐ My likes balance my dislikes
   ☐ I don't like it, but will put up with it
   ☐ I hate it

3. Why did you check the one you did? ______________________________

   ____

   ____

4. What is there about you that helps you succeed in what you are doing? ______

5. What is there about you that handicaps you in what you are doing? ______

6. What would you like to be doing 5 years from now? ______

7. 10 years from now? ______

8. Regardless of what you checked above, if you are married, when were you married?

______
Month *Year*

a. ☐ How many children? ______
b. ☐ Are you still living with your spouse? Yes ☐ No ☐
c. ☐ If not, are you separated? ☐ Widowed ☐ Divorced ☐
Other (explain)______
d. ☐ What is your spouse's occupation?

9. Judging from your own experience, what could schools do to better prepare young people for marriage? ______

10. Show what you have been doing each year since you graduated:

197 ______
197 ______
197 ______
197 ______
197 ______

11. If you could live over again the last ten years, would you do the same things you have done? Yes ☐ No ☐ If not, what would you do differently? ______

If yes, why? ______

12. Looking forward to the future, do you think things will work out well for you?
Yes ☐ No ☐ Why? ______________________________

____

13. If you are employed *now,* check whether your employment is full-time ☐ part-time ☐

What do you actually do on the job? ______________________________

____

What is the name and address of your employer?

____
Employer *Mailing Address* *City* *State*

14. Why did you choose the job you now have? ______________________________

____

15. If you are willing, show your income below:

When you began your job: $ _____ per week
Now: $ _____ per week

16. Do you plan to change jobs? Yes ☐ No ☐ Why? ______________________________

____

17. If you have worked more than one year, what is the difference between the work you did when you started and the work you do now? ______________________________

____

18. If you ever were (or are now) in the ARMED FORCES, what was your highest rank?

____

a. When did you serve? ______________________________
b. How have you used any of your Armed Forces training since you left?
____
c. How do you feel about your Armed Forces experience?
____

19. If you have had any training (special, school, apprenticeship, college, short course, or any other kind) *since* leaving school, complete the following:

Where did you get your training? ______________________________
School *or* *Program*

____
City *State*

20. What degree, diploma, or certificate? ____________________

a. What field of study? ____________________

Check one: Completed ☐ Dropped ☐ In Progress ☐

b. For what were you preparing when you took the training? ____________________

____

Are you contemplating any training in the future? Yes ☐ No ☐
If yes, explain ____________________

____

21. How do you feel now about your past training experience? ____________________

____

22. Looking back at your high school training, tell us how it helped you most. ____________________

____

How it failed to help you. ____________________

____

23. Looking back at the *counseling* you had in *high school,* tell us how it helped you.

____

How it failed to help you. ____________________

____

24. Give the names of any political organizations, clubs, social, recreational or church groups which you have attended since you left high school. ____________________

____

What offices have you held in any groups? ____________________

____

25. Have you voted in any political elections? ____________________

Why or why not? ____________________

26. What self-improvement activities such as courses, on-the-job training, reading, home study, etc., have you been doing? ____________________

____

27. Do you have confidence in the actions you take when you have to make choices?

____

28. If you needed help in the last 5 years in making decisions, to whom did you go?

____

29. Any interesting plans for the future? ____________________

____

____

30. List names and current addresses of three of your high school classmates whom you know best (give birth name of married women).

Name	Address	City
Name	Address	City
Name	Address	City

31. Please use the remaining space to give more information on any of the questions asked above or to write anything you want about your school experiences, your present plans, or your plans for the future. You might want to comment on the counseling you had, your future plans, the ways in which school can be improved, or any other matter that interests you.

These questionnaire items were devised from the view that the well counseled or well schooled person would:

1. be more highly educated;
2. be more satisfied with his/her current status and activities—job, marriage, and so on;
3. be more optimistic about and have bettern plans for the future;
4. be more understanding of his/her own strengths and limitations;
5. have chosen occupations with more forethought;
6. view education as more meaningful;
7. view the counseling he/she received as positive;
8. participate in more civic and avocational activities than would the poorly schooled or poorly counseled.

Questions related to each of these by topic were:

1. Job, education, or armed forces activity and marital status (questions 1, 8, 13, 18, 19)
2. Satisfaction with activities (questions 2, 3, 9, 11, 16, 18c, 21, 31)
3. Changes in educational, vocational, marital, and armed forces activities (questions 8a, 8b, 8c, 14a, 17, 26, 31)
4. Future plans (questions 6, 7, 12, 16, 29, 31)
5. Understanding of own strengths and weaknesses (questions 4, 5, 22, 23, 27, 31)
6. Reasons for choosing an occupation (questions 14, 20c, 31)
7. Attitudes toward education (questions 19, 22, 22a, 23, 23a, 26, 29, 31)
8. Attitudes toward counseling (questions 23, 23a, 28, 31)
9 Civic participation (questions 24, 24a, 25, 26, 31)

In a major research project, *The Wisconsin Counseling Study,* John W. M. Rothney employed many of the above questions in an effort to compare the development of counseled and non-counseled students at various intervals after high school graduation. He found statistically significant differences between the groups favoring the counseled at six months, two and one-half years, and five years after graduation.

The above questionnaire consists primarily of open-ended items asking for a written response. Some people believe that check-off items are better because they are easier to answer and are less time consuming to answer. It is also suggested that people are more reluctant to respond when open-ended questionnaires are employed. Others who favor the check-off questionnaire suggest that open-ended responses are much more difficult to code and process. None of these criticisms are entirely valid, and the mertis of open-ended questionnaires appear to more than offset any advantages of the check-off questionnaires. First of all, check-offs program the responses by not allowing for responses that the constructor did not think of. Secondly, while easier to respond to, check-offs are more difficult to construct and take up much more space. Thus four pages of open-ended questions would take about twenty pages if changed to check-off items. The psychological impact of such a "large" questionnaire often militates against response. Moreover the study becomes much more costly through increased paper, printing, and mailing charges. While processing check-offs is faster, establishing categories and coding open-ended responses is not a lengthy process (see below). The time saved in construction much more than offsets any time added to processing. Most importantly, the individualized flavor of the results from open-ended items makes the data obtained much more useful.

Frequency of Follow-Up

In addition to deciding on the format of the questionnaire, decisions have to be made on the frequency of follow-up. Having two follow-ups of each class, one at one year after graduation and one at five years after graduation, appears to be very appropriate. The one year following would allow for a picture of role change from school to work or school to further education. The five year follow-up would allow for a more longitudinal picture and pick up work progression and completion of higher education.

Conducting the Follow-Up

Master lists—Once the questionnaire has been designed the next step is to construct a master list of the names and addresses of former students to whom the questionnaire will be sent. This task is greatly simplified if students have been asked to fill out a card at the time they left school indicating an address where mail will usually reach them. This is particularly important in larger schools where it is difficult to find people who once knew them. If this hasn't been done, names can be divided among the people involved in conducting the study and addresses can be acquired from:

1. Former friends and relatives
2. Motor vehicle departments
3. The Telephone Company (libraries)
4. Area code information

Cover letters—Once a complete list of names and addresses is developed, a cover letter should be constructed. Figure 36 is an example of one such letter.

Previous research indicates that there is no benefit to typing each letter individually, thus, the letters can be duplicated. Response can be facilitated if someone who knows the individual pens a brief note on it. Once the names and notes are written in the letter, a self-addressed stamped envelope and a questionnaire should be included in each packet.

The full mailing should be done at one time. Preferably the mailing should be done on a Monday or a Tuesday because research indicates that people are more likely to respond immediately if they receive the questionnaire at the end of the week.

Figure 36

Cover Letter for Follow-Up Questionnaire

Green Valley High School
Rt. No. 1
Green Valley, Wisconsin 53000

September

Dear

It has been said that we feel the passage of time, like the flow of blood in our veins, only occasionally. But time has passed, and it has now been five years since your high school graduation. We continue to be interested in you, your current situation, your thoughts concerning your education and experiences of past years, and your hopes and plans for the future In our continuing work with students, the research we do provides one of the few avenues whereby former students can have an impact on current school practice.

Will you please take a few minutes to complete the enclosed questionnaire and return it in the stamped, self-addressed envelope provided? Only if we hear from everyone can we get an unbiased picture of your class. Your responses are important. Do it now, so that you won't forget. We will look forward to hearing from you soon.

Sincerely yours,

John J. Jones

JJJ:tmm

Enclosure

Master list, record keeping—A master list with the names and addresses should be kept to record responses as soon as they arrive (Figure 37). Dates should be noted.

Figure 37

Follow-Up Record Sheet

Received		1st Mailing Sept. 1	Date Received	2nd Mailing Oct. 2	Date Received	3rd Mailing Oct. 16
X	Able, Richard E. 111 Wabash Way Danville, Wis. 53000	X	Sep. 10			
X	Adams, Jane A. 114 Laurel Lane Chicago, Ill. 43000	X	Sep. 4			
X	Armour, Thomas F. 214 James Court Wazoo, Mich. 63000	X		X	Oct. 7	
	Rivers, Susan G. Rt. No. 2 Penkneyville, Wisc. 53000	X		X		X

Postcard reminders—If correct addresses have been obtained 40 to 50 percent of the questionnaires should be returned within four weeks of the initial mailing. At that time a postcard reminder should be sent to the nonrespondents. Figure 38 is one example of a postcard reminder. These too can be duplicated.

Figure 38
Postcard Reminder to Non-Respondents

Dear

Just a card to remind you about filling out the questionnaire we sent. You've probably been busy and haven't got around to it. However, it is important. Your responses are the one way we have of knowing the long range adequacy of our services. So, please do it now. If you've misplaced the questionnaire, we'd be happy to send another. If there is anything you object to answering, please leave that item blank.

Respectfully,

John J. Jones

The data on which the cards were sent should also be recorded on the follow-up record sheet. This postcard reminder usually results in an additional 15 to 20 percent return within two weeks.

Second Mailing: Two weeks after the postcards are sent a second mailing should be done. A new cover letter (see Figure 39) should be included with another stamped, self-addressed envelope and questionnaire. Including a complete second packet is important because frequently the remaining non-respondents have misplaced the first one.

Getting the Stragglers: Usually within two weeks after the second mailing at least half of the remaining non-respondents return completed questionnaires. At the end of this time the addresses of the remaining non-respondents should be double-checked. If possible a phone call should be made to those for whom the addresses were correct. Usually their non-response is the result of merely forgetting about it rather than hostility to the process. For those who don't give immediate assurance of returning the questionnaire, it is a good procedure to attempt to obtain their responses on the phone. You should have a questionnaire handy when calling. The phone calls should also be recorded on the follow-up record sheet. If answers to questions have been obtained during the phone call, this also should be recorded.

In most schools long distance phone calls to non-respondents is not financially feasible. If this is the case, a second postcard reminder should be sent two weeks after the second mailing. This should also be noted on the record sheet. Four weeks after the second mailing the person responsible for the follow-up should attempt to get answers to at least some of the questions from friends or relatives of the non-respondents. The fact that these were received from secondary sources should be noted.

The procedure above, if followed, should result in at least a 95 percent rate of return. A return rate this high is necessary to obtain a valid measure of group response. While most follow-up researchers content themselves with a 60 percent return rate, several research studies have definitely shown that this is insufficient for accuracy. For instance, on a study using the above questionnaire returns were obtained from 98 percent of the subjects. The responses of the first 30 were compared with those of the last 30. The two groups differed significantly (beyond the .05 level) on every item studied. Typically the earlier respondent was more likely to be female, a homemaker, higher educated and more favorable in response than the late respondent. Thus, if a follow-up study is to be done, every effort should be made to obtain 100 percent response. Much less will result in a non-representative picture of the group being studied.

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up & Evaluation

Lesson 2: Resources for a Follow-Up Study

Instructional Goals:

The purpose of this lesson is to stimulate students consideration of the practical issues involved in implementing a follow-up study concerns of time, budget and staff.

Class Activities:

One week prior to class give students the handout "Resources for a Follow-Up Study." Ask them to consider each of the questions in the handout in preparation for class next week.

On the day of the class divide the students according to the setting in which they are planning to work, e.g. high school, middle school, employment service, and so on. Ask them to share their individual considerations on each of the questions. Ask a recorder in each group to make note of consensus judgments. When discussion is complete ask each group to summarize their conclusions with the entire class.

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up and Evaluation

Lesson 2: Resources for a Follow-Up Study

Background:

If we were to deal only theoretically, it might be possible to dream up an elaborate and absolutely thorough follow-up study to appeal to the subjects, to answer every question for the counselor and his/her superiors, and even to be all wrapped up in the perfect package. Our instrument might be designed by experts, layed out by artists, mailed out by secretaries, and scored by computers. Should anyone fail to respond, he/she would be called long distance if not personally visited.

While dreaming is good for the soul, here and now we must consider reality. We'll all have budgets. Your staff may include only one -- you -- no artists, no secretaries; you may have to consult your experts through their books. Your phone may be restricted to local calls only; you may barely have the time to see all your present counselees in your office, much less visit anybody at home.

Are there practical ways to deal with the problems of a follow-up study?

Assignment:

Project yourself into your counseling setting of choice. Consider the following questions:

1. What kind of approach would be most likely to be responded to by your counselees?--a card? a letter? a questionnaire? a phone call?

2. Would you need to hear from all your former counselees? What percentage would be adequate for your purposes?

3. How often would you need to do a follow-up study? Would you need to contact the same former counselees at intervals, or could you ask questions to a broad range of former counselees in the same year?

4. Could you use the same questions year after year?

5. What parts of follow-up study are you qualified to handle by yourself? What parts would you need help with?

6. What sources of help can you assume would be available? What sources of help can you create? Would you be able to use other counselors?--teachers? students? parents? citizens?

7. Which are you likely to have the most of--time or money? How can you balance the two in order to do an adequate follow-up study?

Be prepared to discuss your opinions and decisions in a class exercise.

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up & Evaluation

Lesson 3: Processing a Follow-Up Study

Instructional Goals:

The purpose of this lesson is to provide students with a basic background in simple techniques to use in processing data from a follow-up survey instrument.

Student Preparation:

Each student should study the material given them on processing, and then write up how he/she would apply the techniques to the specific instruments he/she designed in the previous lesson.

Class Activities:

Review the written work. Initiate discussion on any points you or class members find significant.

CAREER GUIDANCE & COUNSELING

Follow-Up & Evaluation

Processing a Follow-Up Study

Background:

If you gather follow-up data from any number of former counselees, you will need to be able to do an analysis and write-up of your findings. The amount and depth of analysis will probably depend on your allotted budget. The following (based on the model questionnaire from the previous lesson) should familiarize you with coding, tallying, constructing tables, and writing the findings:

Processing Follow-Up Data:

Developing coding categories for responses - The first step in analyzing the follow-up results is to establish coding categories for the responses. Where check off items have been employed these can just be listed. For example, with question number one above, "check the one item that best describes your current status," the coding categories could just be listed and numbered:

0. No answer
1. Married
2. Full-time employed
3. Farming
4. Student
5. In Armed Forces
6. More than one
7. Other

For other questionnaire items, categories could be devised without studying the questionnaire responses. For example, on item number two, "What is your present address?" mutually exclusive categories could be devised:

0. No answer
1. Hometown

2. Wisconsin (not hometown)

3. Midwest (not Wisconsin)

4. U.S. (other than Midwest)

5. Not U.S.

On other items each of the individual responses would have to be reviewed and categories developed based upon the answers obtained. The following response categories were developed based upon reviewing responses to item number seven, "Judging from your own experience, what could schools do better to prepare young people for marriage?"

0. No answer

1. Don't know, nothing, not the job of the school

2. Teach practical skills, e.g., buying, tax preparing, etc.

3. Facilitate learning in interpersonal relationship skills

4. Role change (counteract sex role stereotyping)

5. Emphasize traditional sex roles

6. Other

Coding responses on the questionnaire - Once response categories are developed for each item, (see coding for responses to sample questionnaire below) each questionnaire item on each questionnaire should be coded. The numbers can be written right on the questionnaire itself. You may wish to see how the suggested coding works with your answers. Write your answers to the questions on the first page of the questionnaire and then code them from the categories on the coding response sheet.

Coding for Responses

Residence	1	Hometown
	2	Wisconsin (not hometown)
	3	Midwest (not Wisconsin)
	4	U.S. (other than Midwest)
	5	Not U.S.
1. Status	1	Married
	2	Full-time employment
	3	Farming
	4	Student
	5	In Armed Forces
	6	More than one
	7	Other
2. Satisfaction	0	No answer
	1	Hate it
	2	Don't like it but have to put up with it
	3	Likes balance dislikes
	4	Really like it
3. Reason for Satisfaction or Dissatisfaction	0	No answer
	1	Pay is main reason (for or against)
	2	Suitability of job or present status (Job suits me, I'm fitted for job) Note: Emphasis here is personal fitness expressed in terms of subject's personality, aptitudes, etc. Unsuitability of job or present status (Job doesn't suit me, I'm not fitted for job, work isn't interesting, challenging, stimulating)
	3	Satisfaction with Job or Present Status (satisfied with job, gives me what I want in life, enjoy job, interesting work, worthwhile experience) Or unsatisfied for same reasons
	4	Undesirable working conditions (Something wrong with job, petty nonsense, annoying factors) or desirable working conditions

3.	Cont'd	5	Ambivalence (sometimes like it, sometimes don't; sometimes things go well; sometimes they don't; some things I like and some things I don't)
		6	Personal relationships (satisfactory or unsatisfactory)
		7	Personal qualities (both positive and negative)
		8	Miscellaneous and irrelevant responses (married women - comments on outside job)
4.	Successful	0	No answer
		1	Not successful
		2	Don't know
		3	Skills (physical - innate)
		4	Personal qualities (friendly, patient)
		5	Preparation
		6	Suitability (easy, stimulating)
		7	(Motivation (likes it)
5.	Handicaps	0	No answer
		1	No handicaps
		2	Don't know
		3	Skills
		4	Personal qualities
		5	Preparation
		6	Suitability
		7	Motivation
		8	Other
6 & 7.	5 years in the future	0	No answer
		1	Don't know
		2	Same (or same at higher level or location)
		3	What in training for
		4	Something different
		5	If married or single women and working with or without children, a desire to be with them
		6	If married woman with or without children, a desire for a career (can be now working)
		7	Nonclassifiable

8a.	If married - date	0	No answer (indeterminable)
		1	Not married
		2	70 - 71 - 72
		3	63
		4	64
		5	65
		6	66
		7	67
		8	68
		9	69
8b.	Number of children	0	No children
		1	Number of children
		2	" " "
		3	" " "
		4	" " "
		5	" " "
		6	" " "
		7	" " "
		8	" " "
		9	No answer
8c.	Still living with husband - wife	0	No answer
		1	Yes
		2	No
8d.	If not	0	No answer (inappropriate)
		1	Separated
		2	Divorced
		3	Divorced and remarried
		4	Widow or widower
9.	What could schools do better to prepare for marriage?	0	No answer
		1	Don't know, nothing, not job of school
		2	Teach practical skills
		3	Facilitate learning in interpersonal relations
		4	Other
		5	Role change (sex)
		6	Emphasize traditional roles and values
11a.	Live over again - same	0	No answer
		1	Yes
		2	No
		3	Undecided
		4	Both yes and no
11b.	If not, what?		
11c.	If yes, why?		

12a.	Looking toward future, do you think things will work out well?	0	No answer
		1	Emphatic no
		2	No
		3	Neutral
		4	Yes
		5	Enthusiastic yes
14.	Why did you choose job you now have? (include married women)	0	No answer - not appropriate
		1	Pay and extrinsic benefits, status
		2	Personal and emotional satisfaction
		3	Opportunity for social service
		4	Best I could get
		5	Geography
		6	Previous training or experiences prepared for it
		7	Miscellaneous and irrelevant
16.	Plan to change jobs	1	No answer
		2	Not working
		3	Yes
		4	No
		5	Undecided
		6	Other
16b.	Why (job change)	1	No answer
		2	Not working
		3	Extrinsic
		4	Intrinsic
		5	Social service
		6	Other
18c.	Armed Forces Satisfaction	0	No answer
		1	Dislike
		2	Neutral
		3	Like
		4	Never in
		5	Irrelevant or undecipherable
19.	Training since 5 years after	0	No answer
		1	Yes
		2	No
20.	Degrees or Diplomas	0	None or no answer
		1	Less than Bachelors
		2	Bachelors or R.N.
		3	Training for Masters
		4	Masters
		5	Training for Ph.D.
		6	Ph.D.
		7	Professional (law, medicine, dentistry)
		8	Other training - not college

21.	Satisfaction with Training	0	No answer
		1	Extremely dissatisfied
		2	Dissatisfied
		3	Neutral
		4	Satisfied
		5	Enthusiastic
22.	How high school helped	0	No answer
		1	Did not help
		2	Helped in Personal Development - Developed interests, ambition, initiative, self-confidence, learned how to study, learned how to apply self
		3	Adequate Preparation for Vocation - scholastic, work experience
		4	Adequate Preparation for Marriage and Homemaking
		5	Adequate Preparation for Further Education
		6	Helped in Social Development - learned to get along with others, learned to grow up socially, better citizen, made friends, opportunities for extracurricular activities
		7	Values - learned value of an education, stimulated further study, learned how to study, forced me to study, helped stimulate planning for the future, taught me how to think
		8	Don't know
		9	Irrelevant and miscellaneous
22b.	How high school failed	0	No answer
		1	Did not fail
		2	Failed in Personal Development
		3	Failed to Prepare for Vocation (Inadequate vocational training, inadequate academic preparation, failed to teach application of facts)
		4	Inadequate Preparation for Marriage and Homemaking
		5	Inadequate Preparation for Further Education (not enough prerequisites)
		6	Failed in Social Development (failed in helping me feel at ease when talking to people)

22b.	Cont'd	7	Values (did not inspire, waste of time, did not force me to study, not stimulating or challenging enough, failed to teach me my responsibilities)
		8	Don't know
		9	Irrelevant and miscellaneous answers
23.	How counseling helped	0	No answer
		1	Did not help - or can't remember any
		2	Vocational (helped choose right occupation or vocation, channeled thinking toward right vocation or career, helped establish life goals, provided valuable work experience)
		3	Educational (helped choose right courses, schools; helped attain better grades, decided to continue educational work beyond high school)
		4	Stimulated Planning for the Future (developed awareness of opportunities, made me stop and think about the future)
		5	Personal (opportunity for self-analysis, awareness of own assests and liabilities, helped with personal problems of adjustment, helped build up self-confidence)
		6	Catharsis Value (opportunity to talk things over, good to know there was someone who was interested and to whom one could go to talk things over)
		7	Received NO counseling - or too little to make a difference
		8	Prevented drop-out (kept me in school, kept me from leaving school when I wanted to quit)
		9	Irrelevant and miscellaneous answers
23b.	How counseling	0	Did not answer
		1	Did not fail
		2	Failed to establish definite educational and vocational goal
		3	Directed toward wrong educational or vocational goal
		4	Failed to stimulate and formulate planning for the future
		5	Failed to help with or solve personal problems

23b.	Cont'd	6	No catharsis value - not sympathetic, no opportunity to talk things over
		7	Received no counseling
		8	Not enough counseling
		9	Irrelevant and miscellaneous answers
24.	Organizational membership	0	None
		1	Number
		2	"
		3	"
		4	"
		5	"
		6	"
		7	"
		8	"
		9	No answer
24b.	Number of offices	0	None
		1	Number
		2	"
		3	"
		4	"
		5	"
		6	"
		7	"
		8	"
		9	No answer
25.	Voting	0	No answer
		1	Yes
		2	No
25b.	Why?	0	No answer
		1	Duty
		2	Futile
		3	Privilege
		4	Skeptical
		5	Affect policy
		6	Unclassifiable
26.	Self improvement	0	None
		1	Number
		2	"
		3	"
		4	"
		5	"
		6	"
		7	"
		8	"
		9	No answer

27.	Confidence in actions	0	No answer
		1	Definite no
		2	No
		3	Yes and no
		4	Yes
		5	Enthusiastic yes
28.	Of whom help and advice sought	0	No answer
		1	No one
		2	Family member (not spouse)
		3	Husband or wife
		4	Religious advisor
		5	Friends
		6	Colleagues
		7	Superiors
		8	More than one of the above
29.	Plans for future	0	No answer
		1	Home, family, children
		2	Educational
		3	Vocational
		4	Social, political
		5	Travel
		6	None or other

Tallying the findings. When the coding is completed the tally for each category should be totaled. For example, if returned questionnaires were received from a total of 67 students, 35 females and 32 males, and a comparison between males and females on item two was desired, a tally worksheet would look like the one below in Figure 41.

Figure 41

Samply Tally Sheet
Current Residence

	Females (n=35)	Males (n=32)
Hometown	11	7
Wisconsin (not hometown)	14	20
Midwest (not Wisconsin)	4	1
U.S. (other than Midwest)	4	2
Not U.S.	2	2

Constructing tables. Once tally sheets are completed these can be put into number and percentage distribution tables. Such a table constructed on the data above follows in Figure 42.

Figure 42

Table 1

Numbers and Percentages of Former Students Residing
in the Indicated Geographic Areas Five Years After Class Graduation

Location		Females (n=35)	Males (n=32)	Total (n=67)
Hometown	N	11	7	18
	%	31.4	20.0	26.9
State of Wisconsin (other than hometown)	N	14	20	34
	%	40.0	57.1	50.7
Midwest (other than Wisconsin)	N	4	1	5
	%	11.4	2.9	7.5
U.S. (other than Midwest)	N	4	2	6
	%	11.4	5.7	9.0
Foreign	N	2	2	4
	%	5.7	5.7	6.0

In constructing the table it was important to list numbers as well as percents because the numbers were small. If this is not done percentages can often be misperceived. Also, since all of the questionnaire respondents may not respond to a particular question the number responding should be noted in the table. The percentages should be computed based upon the number (n) at the top of each column. If no response to a question is considered important, then no response should be a category on the left hand side of the table and numbers and percentages for no response should be computed.

Writing the findings. If the findings are to be written, this should be done descriptively. In other words a prose version of what is contained in the tables should be written. Evaluations, conclusions or implications essentially go beyond description and perhaps are better left to group discussion and decision.

A description of the data in the previous figure (Figure 42) would read:

More than twenty-five percent of the sixty-seven 1971 graduates are still living in town. An additional fifty percent are located somewhere else in Wisconsin. Of the remainder, eleven live in other parts of the U.S. and four are living in foreign countries. More women (11) than men (7) have remained in Green Valley, but more men (27) than women live in Wisconsin (25).

Assignment:

Based on this material, decide how you would proceed to process the data from the instrument that you designed. Put your plan in writing.

Instructor

CAREER GUIDANCE & COUNSELING

Unit VI: Follow-Up & Evaluation

Lesson 4: Using Follow-Up Data

Instructional Goals:

The purpose of this lesson is: (1) to help students discover specific and practical reasons for conducting follow-up studies; (2) to show the relationship between individual circumstances and goals: to relate goals, purpose and use; (3) to increase future counselors awareness that the persons and circumstances in his/her setting will be unique; (4) to make each aware that his/her counseling behaviors and techniques must be fitted to the individuals he/she serves, so with follow-up and evaluation.

Student Preparation:

The students should be given the list "questions to consider", "counselor profiles", "counselee profiles" and "counselee follow-up results" at least one week prior to the conduction of classroom activities (see student handouts which follow).

They have been asked to choose one of the counselors and 3 of the support persons and write up a follow-up study to fit the setting and circumstances.

Class Activities:

After you review the written plans, call attention to some examples and initiate class discussion.

CAREER GUIDANCE & COUNSELING

Follow-Up & Evaluation

Using Follow-Up Data

Background:

Why make a follow-up study? Maybe because it's the "thing to do." What do you do with what you get? Anything? Keep in a drawer? Change the world? What will your choices for using the data depend on?

Questions to consider:

1. What are you looking for in a follow-up study?
   a. How specific are your goals?
   b. If you know exactly what you want to find, will you be able to be objective with the data, or will there be a danger of only finding what you look for?
2. Who are you making the follow-up study for?
   a. What other people might expect you to make a follow-up study? Of what use would the information be to them?
   b. Are there some persons or groups who might not demand that you make a follow-up study but who might directly or indirectly benefit from one?
   c. Are there persons or groups whom you wish to influence? How could a follow-up study help?
   d. In what ways can you, the counselor, benefit from a follow-up study? Could it help you improve your counseling? Hold your job? Improve your setting? Make more money? Make better use of your time? Improve your staff?
3. How will group follow-up data help you?
   a. Can group norms for former counselees be applied to individuals that you are now counseling or will counsel?
   b. Will group follow-up data help you convince or communicate with superiors? Parents? Citizens?
4. How will individual follow-up data help you?
   a. Can data from one individual teach you anything to apply to other counselees?
   b. Will such data help you follow through for former counselees?
   c. Will such data help you convince or communicate with superiors? Parents? Citizens?

Assignment:

Read over profiles of the two counselors, the six support persons and the three counselees. Prepare a report outlining a follow-up study assuming that you are one or the other of the counselors, working in association with three of the support persons. The counselee profiles represent your file notes on the three people you wish to follow-up. Design your follow-up instrument. When you have completed this read what actually happened to your three counselees. Ask yourself:

1. Would I have obtained this data from the instrument/procedure I designed?
    a. Should I have obtained it?
    b. What would I have had to ask/do to obtain it?
2. What might I do with information such as this if I had obtained it?
3. What might/would I do with the information I would obtain from the procedure/instrument I designed?

Be prepared to discuss your design/instrument as well as your reactions to this assignment in class.

Counselor one:

You are 45 years old. For the last 23 years you have been counselor at a large central type rural high school which draws students from a wide geographical area, mostly a farming area, with several small towns included. There is hardly any industry except for a meat packing plant, a milk processing plant and a feed mill. Many students tend to migrate to a medium sized city after graduation to find jobs in offices, at a tannery, or to attend the technical college. You have a Masters degree, like to read non fiction books, and consider yourself an intellectual. You put great value on formal education. Your oldest child, a son, is a sophomore at the state university, studying philosophy, and you are very pleased about it. Your daughter, age 16 is boy crazy and only wants to get married. You are not terribly happy in you marriage of 21 years, which seems dull. Your spouse is either a farmer or a housewife (depending on sex). He or she has a Bachelor's degree. You like your job, but you always hoped to eventually be made principal. You have little or no hope of that happening.

Counselor two:

You are new at counseling. You graduated last June with a Masters degree. Prior to going back to school, you were a grade school teacher for eight years. You are divorced and your only child lives with your former spouse. You are new in town, know hardly anybody, although you are becoming very active in church related activities. Politically you are conservative. You believe in moderation in all things, speak in a soft voice, and think of yourself as a calming influence. You believe that everybody should strive to take care of his or her own needs, and that if they did so welfare would be unnecessary. You keep yourself in good trim by jogging every morning. Your goal is to practice as a vocational counselor for a few years and then to again return to the University for a Ph.D. and get into mental health counseling work.

Support Person one:

The superintendent has been putting pressure on you lately to try to cut your budget. It has been suggested that some personnel or programs be dropped so you are taking a long hard look at all operations. This is one of the reasons you are sitting in on this session, another reason is curiosity. The whole counseling process fascinates you, but you know very little about how counselors actually work. You have frankly wondered if some of the teachers might be able to take over parts of the counselor's duties. You are very secure in your own position.

Support person two:

The counselee has come to you as a patient. You know some personal stuff about him/her which you cannot reveal. You think the person has talent and would like to help. You are especially interested in having people from the area attend your alma mater, and you would consider personally providing some scholarship money, if it could be anonymous, and if the person would agree to study either medicine or horticulture (your father's field). You have a hard time relating to working class people.

Support person three:

You are a member of the same minority group as the counselee. You have been in town about six months and are working at the local grocery co-op. You operate a small hand printing press in the basement and distribute flyers in the shopping center on weekends. You are the champion of all oppressed people. You are an ardent radical feminist (regardless of your own sex). You live with a person of the opposite sex and of the majority race. You wear jeans and a bandana. You have a masters degree in philosophy from Berkeley and have published articles in scholarly journals. You have a strong self image and a loud voice. You are also good at fixing cars, mountain climbing, and gourmet cooking.

Support person four:

You are a friend of the counselee's family. They had asked you if you could give the person a job in your organization, so you told your personnel manager to find him/her something. This is still in process. You feel caught between being a good friend and a good business man. You are apprehensive that the counselor may ask you to provide jobs for all sorts of people once the word is out that you were willing to try to place this person. You want to be generous but cautious. You quit smoking only last week and the presence of someone with a cigarette drives you up the wall.

Support person five:

You are only concerned about how many gidgets you sell. All the hiring questions in your business are handled by the personnel staff, which you feel is very capable. Your spouse encourages (nags) you to take more interest in community problems, and you realize that it might be good for customer relations to do so, so you have let it be known that you are interested in helping develop career guidance services. You tend to classify educators, in general, as impractical people, and counselors, in particular, as fuzzy headed dreamers, but you don't want to offend any potential customers.

Support person six:

You are either retired or a housewife. You are very active in community affairs and have served on the board of most of the important organizations. You have a vast contact system. You are known to most of anybody who is anybody in town. Your spouse is very successful and wealthy. You are not particularly well liked but you are recognized as a powerful person. Your potential to be of help on any project is great. Your mere presence helps a cause, because people listen to you, hoping you will do them favors. You tend to ask questions of others that draw information out of them, but do not contribute much yourself. Later you are likely to make calls on your own and put the squeeze on people. Personally, you do not believe that it is important for everybody to have a job. You would like to see more emphasis on meaningful volunteer work. You think that one income per family should be enough. You do not believe that mothers of young children should hold full time jobs.

Counselee one:

Mary Beth is a high school junior. She is very bright and highly motivated intellectually. She wants to go on to college but cannot decide what field to go into. No one in her family has ever had a college education. The family is poor; her father died some years ago. For a period her mother was on welfare although she has now remarried. Mary Beth and her step father do not get along, so she lives with her aunt. There is no money for her education. She will have to work while in school. She is both intelligent and poor enough to qualify for scholarships and has asked the counselor to help her apply. Mary Beth is rather isolated socially because she is an all A student and because she has recently undergone a growth spurt that has made her seem unusually tall and she is self-conscious and awkward in her body. Her aunt is an older woman and restricts Mary Beth more than her peers are restricted. Mary Beth bites her nails. The counselor has given her a battery of tests. Basically the results showed that she is bright, capable, motivated intellectually, and that she would be capable of almost any kind of professional work. Her favorite subjects are Social Studies and Math.

Counselee two:

Stan is 13 years old and will be entering high school next fall. He is an average to bright child, a member of the Boy Scouts and 4H. In his spare time he raises rabbits. He has three older sisters, one of which is at the State University in pre med. His mother is a nurse, his father the local pharmacist. He has not had any serious adjustment problems, although his closest friend, Bob, has been in trouble for possible vandalism. Stan will be seen by the counselor as part of his routine schedule of appointments with entering freshmen.

Counselee three:

Larry is sullen and generally disagreeable. A high school senior, he cuts classes a lot and runs around on his motorcycle. Earlier testing indicates that he is bright and he got excellent grades in elementary school. Although the counselor has seen him for routine appointments, Larry has never communicated anything about his personal life or ambitions. He has a steady girlfriend who is very bright and motivated. The rumor is that her parents disapprove of Larry and are trying to break the couple up. As far as anyone knows he has no career plans. Larry has never asked for help from anybody. His family seems stable although his father appears to be a rather cold person. Larry is the oldest of five children.

The following is what has actually happened in each counselee's life, although you do not necessarily know about it:

#1. Mary Beth went to the University on scholarships, where she earned A's and B's majoring in History. She worked part time in a bakery. At the end of her second year, she left school to marry. Her husband, a business school graduate, moved her to Mexico. Three years later, after the birth of her second child, Mary Beth left her husband and returned home and lived on welfare with her mother, who had also separated from her stepfather. At this time her aunt had died. Last year Mary Beth began taking courses part time at the technical college. In the spring she will graduate as a legal secretary.

#2. Stan has been arrested 5 times, charged with possession of drugs. He has been placed in a foster home and is doing moderately well (C grades, spotty work attendance record) in a work study program to gain his high school diploma. With luck, he should finish next year. His best subject is Chemistry (B's). His family avoids contact with him.

#3. Larry graduated from high school and followed his girlfriend to college. After one year, the girl took an extended trip to Europe and transferred to another college on her return. Larry's grades improved and he graduated with honors. He is now in Medical School.

Section 4

PLACEMENT LESSON PLANS

I. Introduction to Placement
II. The Placement Process
III. Planning the Placement Program

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Placement Lesson Plans

Throughout the following lesson plans, placement is examined as a transitional process by which the individual moves from his or her current career activities to the next level of career preparation, entry, or advancement. As such, the placement service is particularly concerned with the process of translating career goals into the reality of a placement in that field. The placement service is directed at providing the real-life experiences needed for students to take the next step in their career development, whether these steps involve further exploration or training or actual entry into a desired career role.

The placement service, however, cannot be isolated from the total educational and guidance framework. Those involved in placement are aware that the success of their efforts with adolescents depends on the existence of a) an educational program which provides students with a chance to gain the skills and knowledge necessary to qualify for entry to a variety of alternatives and b) a guidance program which allows students access to the information and counseling needed to select among these alternatives. Because of this, those providing placement services must extend the definition of their services to include intervention in the instructional and guidance programs. They are advocates for their students and, as such, articulate these students needs to those who control the means through which these needs can be answered.

Not only must placement personnel look back into time to the experiences which have led a student to their current status, but also ahead to the skills the individual will need for career survival. They need to be knowledgeable about the career behavior of adults and translate this information into the placement program they develop for adolescents. For example, they are aware that the initial placement an individual secures is remarkably unstable. Undoubtedly, individuals encounter repeated instances throughout a lifetime in which, whether by choice, chance or necessity, new placements will need to be sought. Correspondingly, they realize that perhaps even more important than the placements secured by students are the career survival skills they have acquired in the process of securing these placements.

The scope of placement, therefore, cannot be limited simply to matching students with opportunities. (If such were the case, a computer could more economically provide placement services than a trained professional.) Rather, placement focuses on the total career development of the individual extending backward to include remediation of conditions which limit the individual's development and forward to providing individuals with the skills needed to continue successful development.

Curriculum content

The lesson plans offered throughout this section are rooted in this concept of placement. They are divided into three units as follows:

Unit I: *Introduction to Placement*. In this unit, placement as part of a total career development program is introduced. Both the relationship of placement services to a total transitional process and the specific responsibilities of the school in this process are considered. Lessons focused on the basic principles, models, and ethics in placement are also included.

Unit II: *The Placement Process*. This unit concentrates on the specific process of translating career goals into the reality of a corresponding placement. The procedures involved in locating, securing, developing and maintaining placement opportunities are highlighted.

Unit III: *Planning the Placement Program*. The basic components of program planning are applied to the development of a school-based placement program. The techniques of needs assessment, developing program objectives, resource assessment, staffing, and evaluation are each considered in relation to the placement programs.

The basic goal of the lessons included in the placement curriculum is to provide each participant with the information, skills, and experiences necessary to design an effective school-based placement program. The lessons included in each unit are outlined on the following page.

Outline of Lesson Plans

Unit 1: Introduction to Placement — Page

Lesson 1 - 2: Youth in Transition 3
Lesson 3 - 4: History of Placement Services 13
Lesson 5 : Parameters of School-Based Placement Services . 21
Lesson 6 : Placement Models 25
Lesson 7 - 8: Ethics in Placement 41

Unit II: The Placement Process

Lesson 1 : Applying a Marketing Analogy to Placement . . . 53
Lesson 2 : Locating Placement Opportunities 59
Lesson 3 - 4: Securing Placement Opportunities 67
Lesson 5 : Developing Placement Opportunities 75
Lesson 6 : Maintaining Placement Opportunities 79
Lesson 7 : Individualizing the Placement Process 85
Lesson 8 : Placement Research 89

Unit III: Planning a Placement Program

Lesson 1 : Assessing Student Placement Needs 97
Lesson 2 : Writing Program Objectives 99
Lesson 3 : Resource Assessment 103
Lesson 4 : Staffing the Placement Program 105
Lesson 5 : Program evaluation in Placement 109
Lesson 6 : Summary 113

Alternative Uses of Lesson Plans

The 22 lessons included in the following series can either be used as the core content for an entire course on placement, compressed into a three week mini-session, or individual lessons may be selected to complement an existing course.

A. Core content for course. Many of the lessons included throughout the series contain optional assignments and follow-up sessions which can be used as the basis for additional class sessions relative to the topic area. Based on a sixteen week semester class, the following course outline may be used:

Week 1 - Youth in Transition

2 - History of Placement Services

3 - Contemporary Placement Services and Models

4 - Ethics in Placement

5 - Quiz/Applying a Market Analogy

6 - Locating Placement Opportunities

7 - Securing Placement Opportunities

8 - Developing and Maintaining Opportunities

9 - Individualizing the Placement Process

10 - Individualizing the Placement Process

11 - Placement Research

12 - Needs Assessment/Program Objectives

13 - Resource Assessment

14 - Staffing the Placement Program

15 - Program Evaluation

16 - Summary/Final exam or review

B. Mini-session. A three week course can also be developed from the lesson plans. In this case emphasis should be placed on Unit II and Lesson 5 in Unit I.

C. Selected lessons to integrate with existing course. If placement is to be treated as a unit in an existing course priority should be given to selecting the following lessons:

Unit I -

Lesson 5: Parameters of contemporary school-based placement services

Unit II -

Lesson 1: Applying a marketing analogy to placement

Unit II

Lesson 8: Individualizing the placement process

Unit III -

Lesson 4: Staffing the placement program

Organization of Lesson Plans

The organization of these lessons varies slightly from the others in order to allow sufficient flexibility for them to be expanded into a total course or integrated within an existing course. No student assignment sheets are included. The instructor can develop these sheets to correspond to the lessons selected.

Each lesson corresponds to the following basic outline:

- Background
- Instructional goals
- Student preparation
  - Reading
  - Activities
- Instructor preparation
- Class activities
- Optional follow-up assignments
- Optional follow-up sessions

Required texts:

Hartz, J.D. and Kosmo, S.J. Individualized Career Guidance and Placement in the Rural School. Columbus, Ohio: Center for Vocational Education. Ohio State University, 1977.

Kosmo, S.J. and Hartz, J.D. Transitional Career Placement in the Rural School. Columbus, Ohio: Center for Vocational Education. Ohio State University, 1977.

National Association for Industry - Education Cooperation. Placement Services: A Training Manual. Ann Arbor, Michigan: Prakken Publications, Inc., 1977.

Recommended Readings. The following references are cited as background readings for several of the lessons. If you prefer not to have your students order these materials, you could either place several copies on reserve at the library or prepare supplementary lectures which summarize these materials.

Shippen, S.J. and Wasil, R.A. Placement and Follow-Up. Lexington, Massachusetts: Xerox Individualized Press, 1977.

Review and Synthesis of Job Placement Literature. Madison, Wisconsin Vocational Studies Center. University of Wisconsin, 1975.

Readings to be placed on Library Reserve:

A. Articles

Bolles, Richard N. "Four Marks for Effective Counseling in the 70's." Journal of College Placement, Summer, 1974, 34 (4) pp. 23-33.

Kleinberg, Jeffrey, L. "Vocational Contingency Planning in a Recession" Vocational Guidance Quarterly, June, 1976, 24 (4), pp. 366-368.

Adams, H.J. "The Progressive Heritage of Guidance: A View from the Left." Personnel and Guidance Journal, 1973, 51, pp. 531-537.

Salomone, P.R. "A Client-Centered Approach to Job Placement" Vocational Guidance Quarterly, 1971, 19, pp. 266-270.

Wiggins, J.D. Career Counseling: Is Anybody Listening? Does Anyone Really Want to Hear? The School Counselor, 1972, 20, pp. 65-66.

B. Books

Panel on Youth of the President's Science Advisory Committee. Youth: Transition to Adulthood. Washington, D.C.: U.S. Government Printing Office, June, 1973.

Porter, L.W., Lawler, E.E., and Hackman, J.R. Behavior in Organizations. New York: McGraw-Hill 1975.

Introduction to Unit I

The plight of the worker during the Industrial Revolution provided the stimulus for the development of vocational education, vocational guidance, and placement services in the schools. Although vocational education and guidance have become major disciplines in their own right, placement received only cursory attention at best. The last decade, however, has witnessed an increasing demand for school-based placement services. Unfortunately the tools of placement have become rusty and outdated from lack of upkeep.

The structure of the work force, the methods involved in entry, the pathways traveled by individuals, and the role of occupation in an individual's life, have all changed dramatically since the turn of the century. The concept of placement as a simple matching of an individual with an opportunity is no longer appropriate. Those individuals who will be providing placement assistance to people need training in the skills and knowledge required to be effective in our contemporary society.

The lessons included in this unit are designed to acquaint students with the major issues which surround school-based placement services. The student is helped to define the scope of placement services in a career education context. Based on this definition they are led to an examination of the rationales which have been advanced for school-based placement, the models which currently exist, and the ethical and legal variables affecting placement.

Teaching the Unit

Because the intent of this unit is primarily informational, the amount of readings required for students is greater than in the later units. The readings were selected to present a wide variety of opinions on the different issues confronting placement and, correspondingly, their use is strongly encouraged. Both the readings and class discussions should be used to illustrate the differing points of view currently surrounding school-based placement.

PLACEMENT

Unit I: Introduction to Placement

Lesson 1: Youth in Transition

Background:

Before we can examine the function of placement services in the school or the counselor's or teacher's responsibilities in placement, it is necessary to consider adolescence and the impending adult roles which are emerging. The adolescent is involved in a dramatic transition from the dependency of childhood to entry into adult roles and responsibilities. Adults in our society are expected to establish themselves in an economic role which permits them to be self-supporting, a family role which is socially acceptable, an avocational role which contributes to personal mental health, and a civic role consistant with life in a democratic society. However, these roles are not unidimensional - a variety of possibilities exist for the performance of each role. Economic self-sufficiency can be achieved through paid employment in a variety of occupations or by inheriting a great deal of money or by becoming adept at "playing the welfare system." Not only are there multiple options for the performance of a role, but the possibility exists that one can avoid entry into a role. A young man may continue to live with his parents and forestall a decision to enter a new family relationship. A young woman may marry while in high school and fail to develop the skills she may someday need to be economically self-sufficient. Furthermore, the adult roles expected are not mutually exclusive. The choice of one alternative role often influences the options available for the expression of other roles. The Olympians interviewed during the last years, discussed the numerous hours they spent each day in training. Such schedules often left them little time to pursue other areas of their development.

Adolescense, therefore, may be viewed as a time of intense decision-making regarding future roles. Ambivalence is a natural outgrowth when the variety and consequences of these role decisions are considered. The training and philosophy inherent in the counseling profession encourages each individual to strive for independence, to be self-directed, or to become self-actualized. During adolescence the goals of counseling achieve amazing congruity with the goals of adolescent development. If any developmental stage were to be singled out as the most ripe for guidance, adolescence would clearly be a major competitor. This is not to imply that other life stages do not present guidance problems, but that often these problems involve faulty or haphazard decision-making during adolescence. For example, the striving of many women in their thirties for an independent economic role often arises from their failure to give serious attention to this role during their late adolescence.

Not only is guidance critical during adolescence, but the guidance service which can yield the potentially greatest benefit to the student is the placement service. The placement service allows the student to "try-on" new roles, and evaluate them for personal fit and style before making the decision to "buy." The placement service allows students to have a chance to sample alternatives, to test preconceived notions or stereotypes against reality, and to broaden their repetoire of skills. Placement, therefore, is a learning experience for students. An effective school-based placement program, in turn, enhances adolescent development by providing students with the information, skills, and opportunities which will promote successful entry into, and integration of, adult roles.

Instructional Goals:

1. The student can analyze adult behavior in terms of interdependent life roles.
    a. Describe the effect of the selection of one adult role on the options available for the performance of other roles.
    b. Describe the contributions made by significant others on the acquisition or performance of various adult roles.
    c. Describe handicaps imposed by sex stereotyping on males and females.
2. The student can describe the contribution made by the major social institutions in our country to the process of preparing students for entry into adult roles.

Student Preparation:

Reading: An Individualized Approach to Career Counseling and Placement, pp. 21 - 24.

Activity: Prepare a list of the current roles they perform (e.g. student, daughter, husband, taxpayer, voter, church member, etc.) and those they expect to be performing five to ten years from now. Have students arrange these roles under generic heading such as occupational, civic, familial, avocational, etc.

Instructor Preparation:

The following supplementary readings can be helpful in providing background for this lesson:

Goldhammer, K. A careers curriculum. In K. Goldhammer and R.E. Taylor. Career Education: Perspective and Promise. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Spradley, J.P. Career education in cultural perspective. In L. Mc Clure and C. Buan (Eds.) Essays on Career Education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

Several books in the popular press deal with the changing importance of life roles across time. Some you might consult are: Working, by Studs Terkel; Passages, by Gail Sheehy; and The Feminine Mystique by Betty Friedan.

Class Activities:

1) List four generic areas on the board. Have students discuss:

   a) How each of these different roles changes across a life span.

   b) How a synthesis and balancing of these roles contributes to healthy psychological development.

   c) How overemphasis on one or another life role may produce problems for some individuals. (Encourage students to relate experiences from personal observations, fictional readings, autobiographies, etc.)

   d) How participation in one role may serve to enhance or limit the opportunities in another role?

2) Have class members complete three different sample current and projected role descriptions for a high school student in each of the following areas:

	Economic	Avocational	Civic	Familial
Current				
Future				

As they are adding roles, have them discuss why one role rather than another was chosen.

   a) After the class has developed their profiles, have them examine differences which might occur in the responsibilities associated with each role if the student were a female as opposed to a male or vice versa.

   b) Have students analyze roles such as homemaker, creative writer, student, gardener, political campaign worker, as to the different headings they may fall under.

   c) Have class discuss differences between "career" and "job". Is a career synonymous with gainful employment? Under what circumstances?

d) Have students examine each role from the perspective of what contribution the family, school, or community can make toward helping the student gain entry to the desired role.

3. Have students examine high school curricular and extracurricular offerings in terms of the contribution they make toward the performance of various adult roles? To what extent does the high school offer preparation available through the family unit?

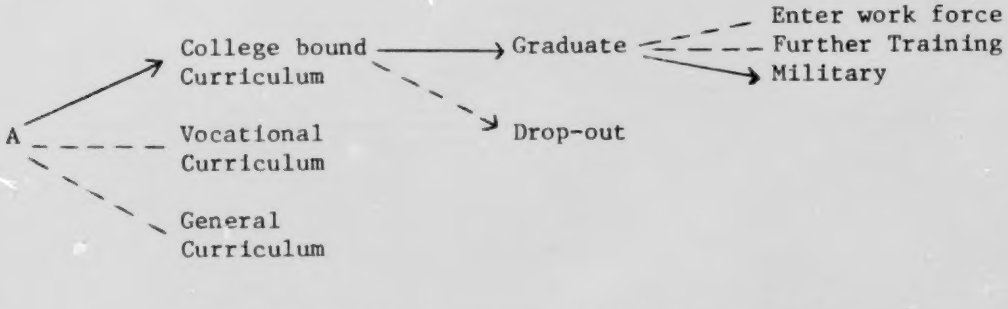
4. Have students relate "career" development to personal development within life roles. From this perspective have them discuss the appropriateness of the school's involvement in preparation and placement within each e.g., should the school offer sex education classes or should this be offered by the family? Should the school offer specific occupational training or should this be a responsibility of industry? Encourage them to look at all the factors which influence the school to make decisions regarding inclusion of these activities.

Optional Follow-Up Assignment:

"The Road Not Taken"

Have each student prepare a career pathway diagram based on an interview with someone they know or on their own experience. The pathway should be described as a series of placements the individual pursued. The student should also include a description of available alternatives which were not chosen. The following chart presents an example of the form this exercise might take.

Current career role (as defined by the individual): Dentist, homemaker, creative writer, etc.



The student should also include a description of the reasons the individual gave for selecting one or another alternative. Ask them to also consider the influence or help received from significant others with these choices.

Follow-Up Class Session:

Use these pathways as a basis for a subsequent classroom discussion relative to the variables which affect the career development of individuals.

PLACEMENT

Unit I: Introduction to Placement

Lesson 2: Youth in Transition

Background:

Until recently the attitude taken toward the school's responsibility in occupational entry, has been to limit it to specific skill preparation. Students may be taught to add, to type, to sew, to read, or to fix a small engine. Although each of these specific skills has definite occupational implications, the process of translating these skills into the reality of a job has been left to the student and his or her family. Unfortunately, most students and their families lack the information and resources necessary to effectively and successfully accomplish this translation.

The job seeking process followed by most adolescents is haphazard at best. In general, they tend to rely on relatives and friends for leads and to leave completed applications with personnel officers or secretaries. They tend to confine their job seeking efforts to their immediate neighborhood. Less than one in fifteen uses the resources of the State Job Service. When they finally do find a job, they take it regardless of what it may be. Such a procedure is particularly handicapping to the economically disadvantaged. Their leads are aften confined to unskilled jobs and their immediate neighborhoods tend to have a high concentration of other job seekers searching the same territory for work.

If placement is a learning experience for adolescents, what has the disadvantaged student learned from this type of job search? First, they have learned that entry to the job market is based on who you know not what you know, and second that entry to the job market is largely dictated by chance.

When these two ideas are assimilated, the student may come to feel powerless regarding the choice and expression of an occupational role. The inner-directed person that counselors strive to have their students find appears to be a myth. Occupationally at least, the person seems relegated to the status of a puppet.

When the school began to assume responsibility for occupational skill training at the turn of the century, this role was accepted (in a large measure) because it appeared to be a way of providing equal access to occupational roles. This same philosophy is now a rationale for developing school-based placement services. Without such formalized services, the student has remained dependent on informal resources which serve to continue economic disparities between classes.

But why not turn to the Job Service? Since this agency already exists as an equal opportunity provider in placement, wouldn't it be sufficient just to refer all students to this agency? Superficially this seems an easy solution to the problem. However, empirically, theoretically, and practically, this solution falls apart. For one thing, although the student is referred, s/he frequently does not get there. It is not a service students have learned to use. But, let's say we have taught them how to use this agency and they do follow-through. Unfortunately, three other problems still would need to be circumvented:

1. The Job Service is in a situation of divided loyalty. On the one hand, it must serve its clients by trying to find them jobs; while, on the other, jobs will not be listed with the agency unless it caters to employers as well. The experiences of the Job Service in the sixties demonstrated to this agency that, if it places itself in the role of client advocate, it is likely to reduce its effectiveness in placement.

2. The Job Service has limited guidance resources. It is not set up to handle vocational indecision or provide extensive training in effective job-seeking skills. It is set up to be most effective with those who have a specific job placement in mind which unfortunately is not the norm among high school adolescents.

3. The Job Service only receives placement requests from a limited amount of the potential market. If a student were to rely solely on this agency, they would unnecessarily limit the potential market for their skills.

The Job Service is a valuable resource in many student's placement efforts; however, it can not be embraced as a panacea for the problems young people are encountering in occupational entry. The success of the Job Service is evaluated in terms of the number of job placements obtained. It can hardly be an effective advocate for students whose placement needs may involve further education, volunteer placement, self-employment or the military. The only social institution which can serve as an unbiased student advocate in placement remains the school. The school alone has qualified guidance personnel familiar with the developmental problems encountered during adolescence. These personnel are in the best position to help students explore the various options available for adult participation and the interrelationships of various adult roles.

Instructional Goal:

The student can articulate a rationale for the involvement of the school in career placement activities.

Student Preparation:

Read: Placement Services: A Training Manual, Chapter 1.

Reserve readings: Youth: Transition to Adulthood, pp. 9 - 29.

Wiggins, J.D. "Career Counseling: Is anybody listening? Does anybody really want to hear? The School Counselor, 1972, 20, pp. 65 - 66.

Adams, T.J. "The progressive heritage of guidance: A view from the left". Personnel and Guidance Journal, 1973, 51, 531-537.

Instructor Preparation:

Review student readings, and Review and Synthesis of Job Placement Literature, pp. 3-7.

Classroom Activities:

1. Have the students discuss or debate the logic of the various agreements offered for including job placement services in the school. These agreements include:
   a. High youth unemployment
      1. (What, if any contribution has the school made to this situation? Should the school attempt to make sure every graduate enters further training or a job? Why or why not?)

   b. Accountability
      1. (Will a job placement program promote a solid base for a career education program? Can the number of job placements be used as a measure of the school's success with students? Why or why not? In what instances? Do placement services serve as a rubber stamp endorsement of the status quo in the labor market? Do they place the school in the role of "occupational salesman?)

   c. Promotes better relationships between the school and the community.

   d. Promotes equality of opportunity (See background above).

   e. No other social institution can provide this service to youth (See background above).

   f. Placement skills are becoming an essential career competency as individuals encounter frequent instances throughout a lifetime when they need to seek a new placement whether by choice, chance or necessity. (Should the school be the setting in which students receive training in these skills? Why or why not?)

g. Provides means of equalizing services to all students. Those going on for further education typically receive help from the school while those entering the labor market do not. (See background above.)

2. Have class compile a series of statements which they feel they could use in rationalizing the need for a school-based placement program to a school board. How would their arguments change if they were addressing a school superintendent, the academic faculty in a school, the counseling staff? What types of resistance are they likely to encounter from each group?

PLACEMENT

Unit I: Introduction to Placement

Lesson 3: History of Placement Services

Background:

Many students and professionals have tended to view placement as a new phenomena when, in fact, the roots of school-based placement services extend to the Industrial Revolution. The emphasis accorded to school-based placement activities (including the dichotomy between educational and occupational placement) has been affected by several historical events. An understanding of the impact of these events is necessary if students are to understand contemporary demands for placement services.

Instructional Goals:

1. The student can trace the roots of school-based placement services to the Industrial Revolution.
2. The student can describe the effect of historical events on the placement service.
3. The student can describe the possible impact of contemporary events on future orientations in school-based placement services.

Student Preparation:

Read: Review and Synthesis of Job Placement Literature, Part IV, pp. 37-80.

Instructor Preparation:

Prepare a short lecture (20-25 minutes) which presents an overview of the historical events and legislation which have influenced the development of placement services. Highlights:

1. The Industrial Revolution
2. The Depression
3. World War II
4. Sputnik and NDEA legislation
5. Recent Vocational Education and Career Education legislation

Aside from the reference mentioned under Student Preparation, the following readings may be helpful in preparing this lecture:

Review and Synthesis of Job Placement Literature, Part IV, pp. 37-80.

Borow, H. Career guidance in America: Heritage and promise. In M.L. Barlow (Ed.) The Philosophy for Quality Vocational Education Programs. Fourth Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, Inc., 1974, pp. 147-180.

Conceptualization of prototype placement program. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1973.

Martin, Jack. "School-Based Placement: A Prospective for Training". In Shippen and Wasil, Placement and Follow-Up.

Wagner, J.F. and Wood, T.R. Placement and Follow-Up Literature Search. Jacksonville, Florida: Duval County School Board, January, 1974.

Class Activities

A. Present lecture

B. Stress early common goal of guidance, vocational education, and placement as means of improving the worker's status within the work force. Is this still a goal of these disciplines? Debate this statement: Should the school shape the individual to fit the labor market or should the labor market be shaped to fit the individual?

C. Discuss what impact the following current events might have on school-based placement services:

1. Continuation of high rates of youth unemployment
2. Women's increasing participation rates and continued concentration in traditional occupations
3. Peaking of baby boom
4. Occupational obsolesence
5. Job sharing and flexible hours
6. Inappropriate use of educational level for applicant screenings
7. Growth of new occupations

Optional Follow-Up Assignment:

Have students prepare a short position paper on the probable outcomes of:

a) one of the current trends in the labor force, or
b) a current legislative bill, e.g. Youth Employment Act and its

implications for job placement services.

The students should be encouraged to document their statements in order to familarize themselves with the major sources of labor market information.

PLACEMENT

Unit I: Introduction to Placement

Lesson 4: History of Placement Services

Background:

Often legislation avenues are used to create changes in the opportunities available to specific groups of people. When such changes are made they often affect individuals other than those in the target group. For example, although the Equal Rights Amendment is typically reviewed from the perspective of women, its passage would also affect changes in the law relative to men. Similarly, because many life roles are interrelated, changes in one role may affect participation opportunities in other roles. If a high tax were placed on the cost of gasoline, many of those who currently make their homes in the country and commute thirty to fifty miles to work in a city could find themselves forced to choose between maintaining their residence and maintaining their employment. Because of the close relationship between legislative actions and placement, students will need to gain some understanding of the legislative process and its impact on occupational and social role.

Instructional Goal:

The student will be able to describe how legislation impacting on placement may affect other social roles.

Student Preparation:

None.

Instructor Preparation:

None.

Class Activities:

Mock state legislative hearing on a proposed bill.

The following bill may be introduced to the class or another bill currently before your state legislature might be used. Bills similar to the one described below have been introduced or are in preparation in several states including Wisconsin and Massachusetts.

Bill 715.4: Part-time Employment Act

In order to increase the availability of part-time employment opportunities it is proposed that every fifth new job opening in the Civil Service system will be classified as a permanent part-time position and correspondingly split into two positions.

Divide the class into six groups and have them prepare a response to this bill consistent with the following role descriptions.

Group 1: Representatives of women's groups such as N.O.W., Governer's Commission on Women, etc.
Group 2: Representatives of state personnel policies division.
Group 3: Representatives of State Employees Union.
Group 4: Representatives of Associations of State Administrators.
Group 5: Representatives of retired employees and the handicapped.

The sixth group would be the state legislators whose task it would be to generate questions to consider in hearing the arguments.

Issues to consider:

1. Cost of such reorganization
2. Are all jobs conducive to such reorganization?
3. Will it result in increased work load without corresponding increase in pay?
4. Will it result in needless duplication (e.g. need to brief each other as to activities)?
5. Employee benefits
6. Increase in opportunities
7. Assistance it might provide in implementing Affirmative Action Policies
8. Changes which might be necessary in Civil Service regulations
9. Worker productivity
10. Effect on family life

Following the hearings the class may wish to conduct an informal straw poll of its members, and discuss subsequent actions they might take in support or opposition to such a bill.

Optional Follow-Up Class Session:

1. The instructor may wish to bring in guest speakers who are representatives of the previous groups or are part-time employees to provide feedback to the students following the mock hearings.

2. The class may want to draft a support letter regarding an actual bill pending on their state legislature to help them learn how to identify effective procedures for influencing governmental representatives.

3. A member of a citizen's advocacy group may be invited to speak to the class regarding methods for institutional change.

PLACEMENT

Unit I: Introduction to Placement

Lesson 5: Defining the Parameters of Contemporary School-Based Placement Services

Background:

See Introduction to Unit

Instructional Goals:

1. The student can articulate a rationale for approaching school-based placement as a learning experience for students.
2. The student can identify the objectives which underlie a school-based placement service based on a learning or developmental model.

Student Preparation:

Read: An Individualized Approach to Career Counseling and Career Placement, pp. 24-40.

Instructor Preparation:

Review student reading.

Classroom Activities

Discuss the implications for programming if placement is to be approached as a learning experience for students.

1. What can the student learn from a placement experience?
    - a. Skills in locating placement
    - b. Skills related to acquiring a placement (resume' writing, interviewing, etc.)
    - c. How to identify resources
    - d. Specific "on-the-job" skills
2. What types of placements should be included in a comprehensive program and what benefits do they provide to students?
    - a. Volunteer placements
    - b. Work experience
    - c. Coop placements

   d. Part-time job placements while in school
   e. Educational placements
   f. Post-school placements - what types?
   g. Placements related to an avocational endeavor
   h. Placements within community organizations

3. Although each of these placements may produce potential benefits to students, discuss the relative impact the school is likely to have in each area. For example, are students currently having problems locating part-time emplcyment opportunities or have they pretty well "cornered" the market?

4. Should credit be given for such placements? Under what circumstances?

5. Given limited resources, which populations and what types of placements might be given priority. Why? Would the criteria for selectint a placement emphasis change if you were trying to design a program which demonstrated immediate "success"?

6. Who should assume the major responsibility in placement? The school? The student? The family? The community? Why?

7. If the placement process should be a learning experience for students, what implications does this have for program development?

Re Cap: Prepare a list of criteria which can be used to review school-based placement programs as to their emphasis on placement as a learning experience for students. For example;

1. Does the program provide training in effective placement-getting skills?

2. Does the program use an open-ended definition of placement which encourages students to explore both traditional and nontraditional career pathways?

3. Does the program "allow" students to fail?

4. Does the program encourage students to seek out placements not listed with the school?

Optional-Follow-Up Assignment:

Have each student interview two or three adults as to:

a. The stability of the career goals they expressed in high school
b. Their awareness of available resources for helping people make successful career changes

c. Their knowledge of effective job getting skills
d. The barriers they feel stand in their way to making a career change (e.g. gaining support of spouse, adjusting to a different standard of living)?

Have students bring these case studies to class and discuss how the high school years could have helped students acquire the skills, knowledge, or experience which would have facilitated continued career development.

PLACEMENT

UNIT I: Introduction to Placement

Lesson 6: Placement Models

Background:

The many different rationales offered for school-based placement services have resulted in a variety of program models. Those who support placement as a means of counteracting high youth unemployment or of promoting "accountability" tend to support a labor exchange model for placement. Those who perceive the mission of placement to be providing students with the skills needed for career survival often develop programs based on the client-centered model. And, those who perceive placement as an individualized process of helping each student take the next step in their career development (whatever that may be) tend to advance an advocate model for placement. Each of these models is discussed in detail in Exhibit A.

Instructional Goals:

1. The student can describe at least three models for placement services.

2. The student can enumerate situational or population variables which would influence the selection of different models.

3. The student can articulate the operational limitations of each of these models in a rural school setting, a central city school setting, or a suburban setting.

4. The student can compare and contrast the outcome goals for each of these models.

Student Preparation:

Read: 1. Exhibit A

2. Salamone, P.R. "A Client-Centered Approach to Job Placement." Vocational Guidance Quarterly, June, 1971, 19 (4), 266-270.

3. Bolles, Richard, N. "Four Marks for Effective Counseling in the 70's". Journal of College Placement, Summer, 1974, 34 (4), 23-33.

4. Gray, Ken, "A Job Placement Program for High Schools" in Shippen and Wasil, Placement and Follow-Up, pp. 57-66.

Class Activities

1. Identify the differences among the:
   a. Labor exchange model
   b. Client-centered model
   c. Student-advocate model

2. Identify the types of models generally used in:
   a. Private employment agencies
   b. Programs for the disadvantaged
   c. Rehabilitation agencies
   d. Job Service

3. What outcome goals would be associated with each model (e.g. labor exchange model may use number of placements, client-centered may use number of people trainied in interviewing skills)?

4. Discuss contradictions encountered in the readings regarding type of model appropriate for a school setting.

5. In some states, the success of a placement program is measured by the number of students placed in jobs or further training. Is this an appropriate criterion? Do these measures indicate the effectiveness of the program? What other information would be needed to assess program impact?

6. Analyze each of these models for their applicability in a:
   a. Rural school
   b. Urban school
   c. Suburban school

7. Will the type of model selected vary with the types of placements encompassed in a school program?

8. What potential student learning experiences are available in each model?

Assignment:

Critique an existing placement program within the community. What type of model is being used? What evaluation criteria are used? Could this model be used in a school setting? What modifications would be necessary? Under what circumstances?

OR

Divide students into small groups. Give each group a manual from an existing school-based placement program and have them critique these programs.

EXHIBIT A

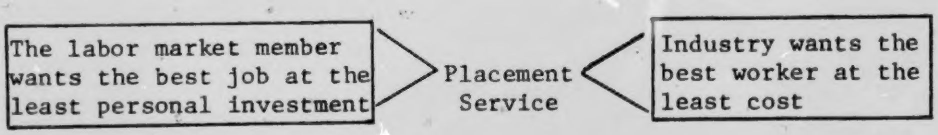
Models for Placement in A Career Education Program

Susan J. Kosmo*

School-based placement services prior to 1973 were reviewed by Wagner and Wood (1974), Ganschow et al. (1973), and Strong et al. (1975a). None of the programs reviewed in these three documents reflected the comprehensive placement focus suggested in the career education movement. Services were not provided to all students, but rather to select groups, for example, the noncollegebound, the disadvantaged, or vocational education graduates. In part, this may be due to an orientation to placement as a discrete event rather than a transitional process and a separation of job placement and education placement services. Correspondingly, the most common type of school-based placement program described in these reviews was a "tag-on" job placement service offered to early school leavers and graduating seniors. Furthermore, as Ganschow et al. (1973) has noted, the programs reflected a " ... lack of emphasis on personalizing these types of assistance so that youths are helped to make decisions and take responsibility for their development" (p. 3-2).

Three models emerged in these reviews of placement programs: the labor exchange model, the client-centered model, and the client-advocate model.

Labor exchange models. The focus in the labor exchange model is on increasing the employment opportunities available to the student. The mediating role of placement services between employer needs and student needs has been suggested in the following paradigm:


The labor market member wants the best job at the least personal investment

Placement Service

Industry wants the best worker at the least cost

(Strong et al., 1975a)

Placement programs which operate from a labor exchange perspective, therefore, often attempt to encourage employers to use their services by providing pre-screening activities. Such pre-screening theoretically reduces employer's hiring costs. As McCarty (n.d.) has noted:

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*Excerpted from Kosmo, S.J. "Placement Services for Rural Youth" In Drier, H.N.; Hartz J.D., and Stein, W. State of the Art Review in Rural America Series. Columbus, Ohio: Center for Vocational Education, Ohio State University; 1976, pp. 123-134.

> It is important to establish early the credibility of the job placement program with employers. One way to do this is to provide the employer with student employees who can adequately perform the job. (p. 19).

The major activity in the labor exchange model is the recruitment of job opportunities. To maintain these listings, placement personnel attempt to provide employers with a ready supply of qualified applicants.

This approach to placement has traditionally been used in post-secondary institutions where graduates possess the designated educational pre-requisites needed for occupational entry. It was also observed to be the most common approach adopted by secondary schools in answering their student's placement needs. (Negley, 1975; Miller and Budke, n.d.; McCrury, 1972; Winter, 1971; Buckingham, 1972; McCarty, n.d.; Anderson and Riordan, 1971; Klaus, 1973; Wagner and Wood, 1974; State of Iowa, 1973; Fowler, 1973; Bristol Career Education Center, 1974; and New Jersey State Department of Education, 1968.) The procedure essentially involves developing a job placement office in the school where applicants register and designate their area of job preference. Through use of the Parsonian model, these applicants are matched with available job openings. The functions of this type of job placement program have been summarized in the Indiana Job Placement Primer, (Negley, 1975) as follows: "The job placement program will identify job openings, inform students about openings, and match students with jobs" (p. 3).

Consistent with this focus, program evaluation typically includes only the number of placements obtained with no attempt to relate these to a student's training or goals. For example, to the six programs which used the New Jersey Job Placement Services Model, five used the number of placements obtained as a criteria for program effectiveness. The sixth program failed to include any information concerning the placements obtained. No mention was made in any of these programs as to the consistency of these placements with student goals. In her description of the oldest school-based placement program, that of Baltimore city schools, Ganschow et al. (1973) noted that the only information available for evaluation purposes was the number of placements secured. Another problem which may arise when the placements obtained are equated with the job listings filled was evidenced in a project in Council Bluffs, Iowa. Although counselors informed students of the jobs they located, "many of these jobs were not picked up by the students because they only paid minimum wage or less" (p. 16). This finding is consistent with the observation of Strong et al. (1975b) in their survey of students and placement providers to the importance of low pay in the placement process. Students tended to rate low pay as a major obstacle to employment more frequently than providers. These preliminary findings suggest that the jobs located by providers may not necessarily reflect the needs of students.

An extensive criticism of the labor exchange model for placement has been offered by Kosmo et al. (1975b) in the following remarks:

> The history of the Job Service (Strong et al., 1975a) suggested that although placements may increase when the focus is on a "labor exchange," those providing placement services are likely to feel that their first allegiance is the employer, not the client. Since the success of the exchange is dependent on the securing of openings from employers, placement providers may find it desirable to be selective in the applicants recommended. In such an atmosphere, those in greatest need of placement assistance are the least likely to be served. Another potential danger which arises from the "labor exchange" orientation is the "tabulating-of-numbers trap." It becomes too easy to measure the success of the program by the number of placements secured rather than the relationship of those placements to student needs. The school personnel, correspondingly, may find themselves recruiting students for employers to increase their numbers for accountability purposes. The ethics surrounding the recruitment of students and the school's involvement in screening potential applicants suggested that the operation of an employment office would not be consistent with the focus of public education in a democratic society. It would also serve to further install the schools as the gatekeepers of society.
>
> There was also a very pragmatic reason for not endorsing the labor exchange focus. Numerous agencies already exist which solicit openings from employers. The school would then find itself creating a competitive system. It is doubtful whether the school could realistically compete in this arena since it neither possesses an acknowledged status in this area nor the trained personnel to successfully develop the program. It appeared that a more effective approach was to utilize the resources currently available through the development of cooperative agreements between the schools and these other placement providers. (pp. 33-34).

Although the major focus is on the development of job opportunities, many of these programs also provide some student development activities (New Jersey State Department of Education, 1968; Winter, 1971; McCrury, 1972; Fowler, 1973; Anderson and Riordan, 1971; Wagner and Wood, 1974; McCarty, n.d.; and Buckingham, 1972). These activities occasionally include group or individual counseling services (McCarty, n.d., and Buckingham, 1972), student appraisal services (New Jersey State Department of Education, 1968, and Anderson and Riordan, 1971), the development of student clubs to explore career goals (New Jersey State Department of Education, 1968), and the involvement of students in the operation of the placement service (McCarty, n.d., and New Jersey State Department of Education, 1968). In some instances, the placement personnel are perceived as having only secondary responsibility for these services. The primary responsibility is delegated to the counseling and instructional staff with consultation available from the placement personnel. One approach to delegating the diverse student development and job development services has been suggested at Arizona State University (Menke and Regner, 1975). The Student Counseling Center retains responsibility for testing and counseling; the academic faculty provides career advising, including educational and occupational advising; and the placement staff provide informational services, guest speakers, and training in interviewing techniques aside from their responsibilities in the operation and publicizing of the placement program.

Despite some attempts to provide student development activities in the placement program, the most frequent approach is to limit such activities to training in job securing skills and providing occupational information. Students are often given instruction and practice in interviewing techniques, resume preparation, application procedures, and locating job leads. At State Fair Community College (Fowler, 1973) students participate in Job Seminars related to the fundamentals of obtaining a job. In San Antonio (McCrury, 1972) graduating seniors are offered one day seminars in job procedures during which they receive booklets containing lists of interview "do's" and don'ts" and common sources of job leads. Another aspect common to many of the labor exchange models is the inclusion of an occupational information component (Wagner and Wood, 1974; New Jersey State Department of Education, 1968; McCrury, 1972; Winter, 1971; Fowler, 1973; Anderson and Riordan, 1971; Negley, 1975; and Buckingham, 1972). The activities in this area included acquiring and disseminating local labor market information and information on labor market trends. Informational services also encompassed locating guest speakers, sponsoring career days and job fairs, and assisting teachers with field trips.

In summary, the major focus in the labor exchange model appears to be the recruitment of employment opportunities. Students are also frequently provided with training in the procedures for obtaining employment. The placement program may also include an occupational information component. However, the focus of all these components is on the students as a group rather than on individual student's needs. As such, evaluation criteria tend to be quantitative rather than qualitative. Outcomes are measured in terms of number of placements obtained, number of students requesting information, etc., rather than the compatibility of the service to the students' goals.

Client-centered models. In contrast to the labor exchange model, the client-centered model is focused almost solely on increasing the "placeability" of the client. No attempt is made to solicit openings from employers.

In 1971, Salomone advocated that rehabilitation counselors replace selective placement with client-centered placement. He noted the following benefits of this approach:

> The client-centered placement approach requires the client to assume the major responsibility for securing job links, for contacting employers, and for performing the necessary follow-up activities where employment applications have been left with personnel men. Therefore, it is likely that the client may experience feelings of self satisfaction and confidence when he obtains his job. He feels a commitment to himself to retain the job as long as the employment situation is less painful than his previous job-seeking efforts. In addition, by seeking and

> finding his own job, the client has learned the specific placement techniques that can ensure his future job-hunting successes. (pp. 267-268).

The counselor's responsibilities include providing information to the client on sources of job leads, interviewing techniques, appropriate appearance, application procedures, and follow-up contacts. Rehabilitation clients may also receive occupational training and various guidance services, including testing, information, counseling, and career planning. However, in the client-centered approach, the counselor's responsibilities do not extend to direct employer contact. In his summary to this approach, Salomone (1971) indicates:

> The key to placement success requires (a) prior vocational counseling that has led to a realistic vocational goal for the client, (b) a client-centered placement effort that focuses on building client responsibility and comprehensive job-seeking skills, and (c) an attitude of unrealistic optimism that increases the client's confidence while job-hunting and that sustains him through inevitable placement disappointments. (p. 270).

The client-centered model is also depicted in Ziegler's "Creative Job Search Technique" (1974) which has received widespread attention in Canada. The strategy in this program is to teach individuals to sell themselves to employers. During the two 90-minute sessions which comprise the program, the enrollees learn to assess their aptitudes in terms of the labor market. They also receive concrete information on locating job leads, contacting employers, preparing effective resumes, and appropriate interview behavior. As a result of the Creative Job Search Technique (1974), "graduates no longer go into the market place asking for work - they go with recognized skills that they will know how to sell" (p. 36). The effectiveness of the technique has been evaluated with several groups. The results suggest an average success rate of 80 percent.

Nevertheless, sole focus on the client-centered approach negates the importance of previous preparation as a major variable affecting placement. As in the labor exchange model, placement is perceived as a discrete event rather than a continuous process in which occupational and educational decisions continually interact to affect future placement options. The emphasis on the individual also tends to ignore the major influence of family and peers in the career decision-making process. Furthermore, the approach suggests that there is no need to alter the status quo in the labor market. Affirmative action programs, however, have demonstrated that an active manipulation of entry requirements may be necessary to increase the participation of key groups in the labor market. A major reason for relocation has been limited job and educational opportunities. The client-centered approach would not promote the development of greater opportunities because of its failure to place any responsibility on the community for the placement needs of its youth.

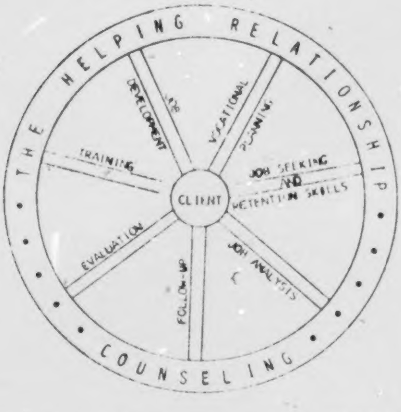
Client-advocate models. In the *client-advocate model*, *placement* is perceived as both a function of client skills and the availability of opportunities. Placement, from this perspective "is viewed as being integral to the guidance function, and to both program planning for the institution and career planning for the individual" (Morgan et al., 1970, p.17). The actual services provided to an individual are based on the unique needs presented.

This type of placement model has been graphically depicted (Figure 1) by Twomey (1975) who notes:

> The placement...process can be compared to a wheel with each client so unique and so individual that the wheel must be reinvented or reconstructed to meet the specific needs of the individual. Each spoke in the wheel can be equated with a particular service, e.g., referral diagnosis, training, etc., in the placement process. The client is the hub, and the counseling relationship is the rim which holds it all together. (pp. 3.1 to 3.2).

FIGURE 1

A Balanced Wheel


THE HELPING RELATIONSHIP
JOB DEVELOPMENT
VOCATIONAL PLANNING
TRAINING
CLIENT
JOB SEEKING AND RETENTION SKILLS
EVALUATION
FOLLOW-UP
JOB ANALYSIS
COUNSELING

Source: "Placement of the Severely Disabled," Twomey, 1975, p.3-2.

Twomey further emphasizes the importance of a balanced wheel and provides several instances where difficulties can arise. If the rim of the wheel is enlarged, it reflects a situation in which decisions are being made for, rather than with, the client. An enlarged hub reflects too little counselor involvement due to a belief that "somehow the client will rehabilitate himself and find his own job."

Each of these situations has been described as a potential danger in the "labor exchange" and "client-centered" models, respectively. Since the spokes of the wheel represent services, another possible problem which may occur involves overemphasis or underemphasis of particular activities. As Twomey noted, "Too much emphasis on training and too little emphasis on job-seeking skills could produce a well-trained client who cannot get a job..."

Several school-based models which focus on individual student needs were found in the literature. Those models which were operational tended to focus on either urban disadvantaged students or rural students. A capsule description of several of these models has been included.

Job Upgrading Project: Detroit, Michigan (McCarthy, 1970)

This is a voluntary program sponsored by the Detroit school system for dropouts and potential dropouts. Thirty students were assigned to a coordinator. An individual curriculum was designed for each student based on his or her needs and goals. Although the program is housed within the high school, work experience stations are available to students in the community. Both placement and follow-through services are available. The follow-through component includes monthly contacts with the client over a six-month period.

Dusable Exemplary Project: Chicago, Illinois (Dumetz, 1973)

This comprehensive program for disadvantaged adolescents includes occupational training, career guidance, and job placement. Similar to the Detroit program, student enrollment is voluntary. The training available to students included automotive services, data processing, food services, general clerical procedures, offset printing, and typing. Group sessions in appearance, interviewing, and other pre-employment skills were also offered. Among the other services mentioned were individual counseling, testing, field trips, and occupational information.

Total community involvement was sought. Parents, employers and the Job Service participated in the project and assisted with job placement of students.

Career Awareness, Orientation, and Placement Program: Wayne County, West Virginia (Perdue, 1972)

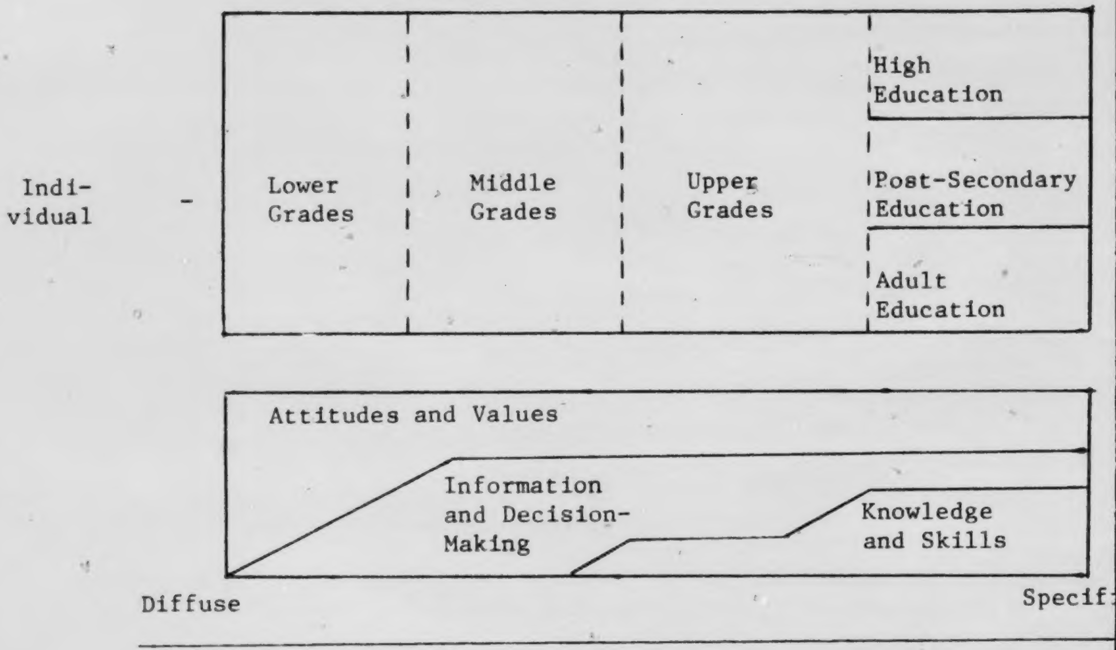
Wayne County was described as a rural depressed area according to the

Economic Development Administration. The project's goals included increasing elementary school students' awareness of vocational possibilities, and increasing the occupational information and exploratory courses available to junior high school students. At the senior high level, the focus was on counseling students regarding the vocational curriculum and placement of vocational education students. An additional full time counselor was hired in the senior high school. The program included testing, information, counseling, and work try-outs. Placement efforts appeared to be based on individual student needs. A wide variety of community agencies were consulted in the placement process.

Rural Occupational Education Program: Wake County, North Carolina (Morgan et al., 1970, and Carroll, n.d.)

Morgan et al. (1970) have presented the following model for the occupational education program in Wake County:

FIGURE 2


Indi-
vidual
Lower
Grades
Middle
Grades
Upper
Grades
High
Education
Post-Secondary
Education
Adult
Education
Attitudes and Values
Information
and Decision-
Making
Knowledge
and Skills
Diffuse
Specif

The authors have described the model in the following manner:

> In the lower grades, the major emphasis is placed on the development of attitudes and habits with concommitant emphasis placed on expanding horizons and providing information regarding the world of work. The development of attitudes and habits continues throughout the school system and the educational career. In the middle grades, the emphasis is placed on information and decision-making. Here there is concern for both access to information and knowledge of alternatives which are available to the individual. Orientation to work is an essential element to the informational system... At the upper grades and in the higher, post secondary and adult levels, major emphasis is placed on the acquisition of skills which will enable the individual to perform effectively in an entry level occupation and to continue to progress in his career at his optimum level of employment at any given point in time. (p. 14)

This comprehensive program involved the introduction of several new personnel at the elementary, middle, and secondary levels. At the high school level a counselor-coordinator was hired to provide occupational counseling and job placement services. A General Occupational Education Coordinator was also hired to develop training programs which would provide students with entry level occupational skills. Special Courses Personnel were to be assigned to provide the necessary training. The resources of local community agencies were also recruited in student placement.

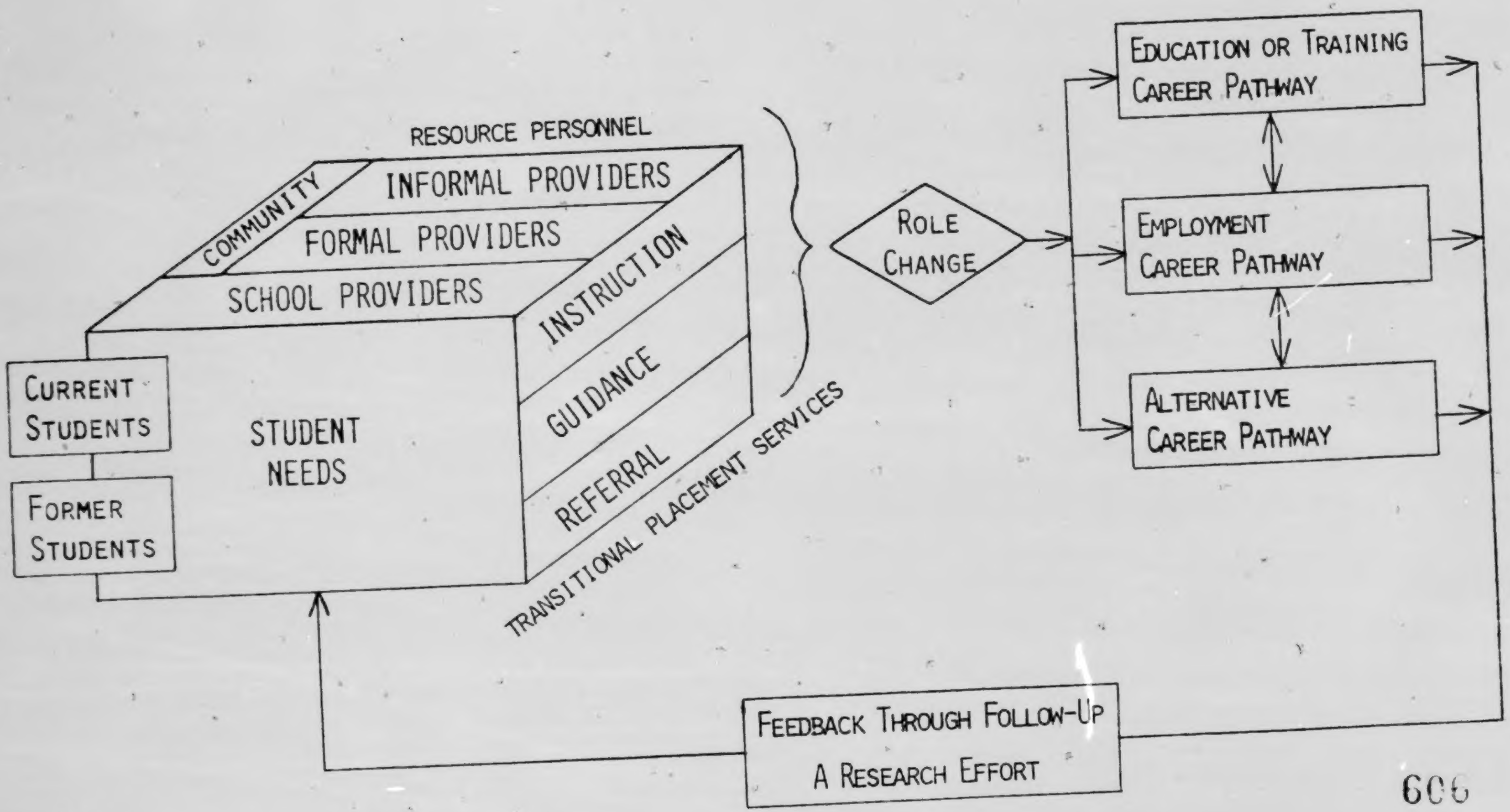
All of the above programs appear to have achieved an integration of instructional, guidance, and placement programs in an attempt to ease the school to work transition encountered by students. They also emphasize both student development and opportunity development. Unfortunately, none of these programs is truly comprehensive in the sense of serving all students. In the first two programs, only disadvantaged students are served; in the third, only vocational education students; and in the fourth, only the employment-bound. In part, this may be due to the naive assumption that the college-bound are already being adequately served. However, whatever the rationale, this narrow focus is not consistent with a major goal of career education which is as Wagner and Wood (1974) have indicated, that the schools must be concerned with the career needs of all students.

A model designed to meet the placement needs of all secondary and postsecondary students was developed at the Center for Studies in Vocational and Technical Education (Kosmo et al., 1975a). Elements of this model are now being tested in several schools throughout Wisconsin. Figure 3 illustrates the elements of this coordinated and comprehensive Career Placement Delivery System (CPDS). Dependent on an assessment of student needs, a mix of services and personnel are selected to achieve the two major goals: maximizing student career independence and maximizing the opportunities available to students. Student career independence was hypothesized to be facilitated when the student:

a. Has formulated a career identitiy as an integral component of the self-concept.

Figure 3

A School-Based Career Placement Delivery System


RESOURCE PERSONNEL
COMMUNITY
INFORMAL PROVIDERS
FORMAL PROVIDERS
SCHOOL PROVIDERS
INSTRUCTION
GUIDANCE
REFERRAL
TRANSITIONAL PLACEMENT SERVICES
CURRENT STUDENTS
FORMER STUDENTS
STUDENT NEEDS
ROLE CHANGE
EDUCATION OR TRAINING CAREER PATHWAY
EMPLOYMENT CAREER PATHWAY
ALTERNATIVE CAREER PATHWAY
FEEDBACK THROUGH FOLLOW-UP A RESEARCH EFFORT

b. Can determine and develop appropriate career planning strategies.

c. Possesses the necessary preparation and experience for entry into or progression within several career pathways.

d. Can utilize alternative educational, occupational, or community resources for the implementation of career plans.

e. Can critically re-evaluate and/or change career pathways. (Kosmo et al., 1975a, p.6).

The CPDS suggests a need for close cooperation with community agencies and "informal" placement providers if students are to achieve the opportunities they desire. The actual degree to which schools would participate in the solicitation of placement opportunities was considered to be dependent on:

a. The degree to which the student has achieved competency in placement-securing skills.

b. The degree to which the formal and informal placement network operates in a cooperative manner with the school.

c. The degree to which the student's placement needs can be met by existing resources. (Kosmo et al., 1975a, pp. 16-17).

The model also suggests that a systems approach be used for development, installation, and evaluation of the placement system. In the evaluation area, the authors suggest that the emphasis should be placed on the nature of the placements obtained rather than the number of placements.

The client-advocate model appears to be the most consistent with the career education approach. It recognizes the interrelationship of educational and occupational experiences and suggests the need for total school and community involvement. This model also stresses the importance of individualizing services. Ganschow et al. (1973) have warned that:

> ...the organizing, human core of career education is in its personal needs and individual planning activities...However, without individual planning, career education either imposes society's goals on youths or confuses students by not informing them of the goals and objectives of their instructional activities. (p. 7-6).

Unfortunately, the client-advocate model also appears to be the most difficult to install. It requires total school commitment to meeting students' transitional placement needs. This would require realignment of counselor, teacher, and administrator functions.

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Strong, M.E.; Boss, R.D,; Kosmo, S.J.; Nelson, E.S.; and Hammerstrom, W.A. Survey and Analysis of Career Placement Activities. Madison, Wis.: Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, May 1975b.

Twomey, W.F. Placement of the Severely Handicapped: A Counselor's Guide. Institute, West Virginia: Research and Training Center, 1975.

Wagner, J.F. and Wood, T.R. Placement and Follow-Up Literature Search: Final Report. Jacksonville, Florida: Duval County School Board, January 1974.

Winter, E.E. Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. Interim Report. Council Bluffs, Iowa: Pottawattamie County Board of Education, October 1971.

PLACEMENT

Unit I: Introduction to Placement

Lesson 7: "Ethics in Placement"

A. Legislation Impacting on Student Placement Programs

Instructional Goal:

The student will be able to identify major legislation affecting youth employment and the delivery of school-based placement services.

Student Preparation:

Wasil, Ray. "Legislation for Placement Services". In Shippen and Wasil, Placement and Follow-Up, pp. 129-136.

Instructor Preparation:

Review:

Matthews, Martha and McCune, Shirley. Complying with Title IX. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1976.

U.S. Department of Labor, Manpower Report of the President. Washington, D.C., U.S. Government Printing Office, January, 1969.

Obtain up-to-date information relative to your state by contacting your State Department of Industry, Labor and Human Relations and your State Department of Education.

Class Activities: Lecture and Discussion or Guest Speaker

Either the instructor may provide an overview of the major legislation affecting youth employment and the delivery of school-based placement services or guest speakers may be invited. Preference is given to the use of guest speakers who are more likely to be aware of upcoming legislation and the interpretations which have been applied to existing legislation.

The following major pieces of legislation should be covered:

1. Title IX
2. Buckley Amendments
3. Vocational Education Act and Amendments
4. Civil Rights Act of 1964

5. Child Labor Laws, Wage and Hour Laws
6. Any state legislation governing school-based placement programs

Guest speakers may be located by contacting your University's legal department, student personnel services or placement office, State Department of Industry, Labor, and Human Relations, or State Department of Education.

The implications of this legislation would be discussed especially as concerns:

1. Use of testing
2. Sharing of information in student's records with recruiters, employers, other educational institutions, etc.
3. Equal access to employment opportunities and educational, training, or apprenticeship programs.
4. Financial aids programs
5. Referrals to programs or employers which discriminate

PLACEMENT

Unit I: Introduction to Placement

Lesson 8: Ethics in Placement

B. Developing ethical standards for placement personnel

Background:

Remarkably little attention has been given to developing ethical standards for placement. As indicated in Lesson 4, changes made in the programs available to one group often have a ripple effect on other programs or people. School-based placement programs are likely to have an effect on the employment opportunities available to non-students in the community. Placement personnel, therefore, have to become sensitive to the impact of their program on the community. Additionally, placement personnel often find themselves in the role of screening applicants for referral to employers or in sole possession of information about an opening. Both of these situations could lead to potential abuse of the program unless those in training examine the ethical standards which should guide their actions.

Instructional Goal:

The student can develop a set of ethical standards for a placement program.

Student Preparation:

None.

Instructor Preparation:

1. Review - situations in Exhibit B.
2. Duplicate Exhibit B in sufficient number to allow one copy per student.

Class Activities:

Discuss the situations presented in Exhibit B.

1. In Situations 1 & 3, stress the concept that placement services should not be used as a tool of employers for covert discrimination.

2. In Situation 2, stress the concept that all qualified students must have equal access to information concerning available placement opportunities.

3. In situations 4 & 5, stress the concept of equality of opportunity for all, not preference for some.

Introduce advisory committees, community-based placement services, written policy statements, and cooperative agreements as tools for promoting ethical behavior in placement.

EXHIBIT B

Situation 1:

A.R. Fonzerelli High School is located in the downtown area of a large midwestern city. For the most part, the students enrolled in this school come from low-income families. The school has had a high truancy and dropout rate. Of those who do graduate, the majority seek out full time employment, often unsuccessfully. The school requested and received federal funds to inaugurate a job placement program in the school for graduates and early school-leavers. Because of the high unemployment rate in the immediate area surrounding the school, and the concentration of industry in a nearby suburb, the placement coordinator has been active in attempting to recruit openings from employers outside the school district.

Wasp High School is located in an adjacent suburb which has a high concentration of industry. The Wasp school board approved expenditure of school funds for the development of a placement program in the school. The placement coordinator's prime target has been the large industries within the district. These industries are especially attractive because they offer apprenticeship training opportunities, a better pay scale, and union benefits.

Several of the industries have refused to list their openings with Fonzerelli High any longer because they contend that they should give first preference to residents of their home community. When entry-level openings become available, they contact the placement coordinator at Wasp High.

Discussion Questions:

1. If you were the placement coordinator at Wasp High, what if any responsibility would you feel in this situation? Why or why not?

2. If you were the placement coordinator at Fonzerelli High, how would you respond to the situation?

3. Could this problem have been avoided if the schools had coordinated their efforts (as for example with the Job Service)?

4. How might each of the school boards have responded to suggestions to coordinate the activities of the two schools?

5. Should placement programs be coordinated within a school district? What practical problems would this present (e.g. delay in answering employer requests)?

6. Unemployment figures for youth are typically highest in inner cities where employment opportunities are limited. If placement programs are limited to recruiting openings within a district, will this not

seriously limit their effectiveness?

7. When several programs are operating within a metropolitan and suburban area, what is to stop an employer from using these programs to avoid hiring members of a racial minority?

8. If a student advocate model rather than a labor exchange model had been used in these programs, could the problem have been avoided?

Situation 2:

Mr. Rodriguez operates a small uphostery shop in Mohawk Valley. The business has kept him working 10 hours a day for six days a week for the past thirty years. He is 55 years old and has no children. His wife will be retiring from her job as an accountant in two years. The two of them would then like to spend more time traveling and pursuing mutually-shared interests in fishing and camping. Mr. Rodriguez called the high school placement coordinator in hopes of finding a "reliable" and "honest" high school student to train in the operation of his business. He is not concerned with the skills per se of the student but rather with the student having a good "character" and "being willing to learn". The coordinator realizes that this is an excellent opportunity for some student. Mr. Rodriguez has implied that if the student works out well, he is considering the possibility of a partnership or profit-sharing.

Discussion Questions:

1. Can the counselor assess the "character" or "willingness to learn" of students?

2. How might the coordinator respond to this request? What are all the alternatives available?

3. What are some general guidelines which may be suggested for handling employer requests for student referrals?

4. What guidelines can be offered to prevent discrimination in student referrals by the placement staff?

Situation 3:

Mr. Evans at the auto body shop always contacts the school whenever he has a part-time opening. Although the school has been careful to send both male and female applicants, Mr. Evans consistently hires only males even when the female applicants have better credentials.

1. Should the coordinator continue to handle requests from Mr. Evans?

2. What are some things the coordinator might do?

Situation 4:

Mt. Tomahawk is a resort community in a sparsely populated area. During the summer months, many community women supplement the family income by working as maids or in the laundry in the local motels. A new motel is being built and it is estimated this motel will employ four maids and two laundry workers during the summer. The placement coordinator contacts the motel owner and explains the benefits of hiring high school students for these jobs. The women of the community confront the school board on this issue. In their opinion, they feel the school had no right to interfere in normal hiring practices. The placement coordinator in turn responds that such employer contacts were explicitly included in her job description.

Discussion Questions:

1. Could this problem have been avoided? How?
2. Should the placement coordinator's position be defined by the community? Why? Why not?

Situation 5:

Ms. Tompkins is the personnel director for a large retail store in Pittsfield. Although she had formerly listed her openings with the local Job Service office, she has decided that she would rather contact the high school when a job opening arises. She doesn't like "all the red tape" involved in listing with the Job Service.

Discussion Questions:

1. Should the school compete with the Job Service for listings? Why or why not?
2. When the jobs were listed with the Job Service, they were theoretically available to anyone in the community. If they are listed with the school does this then limit the access of other members of the community to these jobs?

Introduction to Unit II

In career guidance, the counseling, testing, and information services tend to be focused on helping individuals to identify the alternatives available and from them to select the next step in their career development. The placement service, in contrast, is peculiarly concerned with the processes involved in helping students translate these goals into the reality of a placement. Basically the placement service can be divided into four major groups of activities:

1. Activities focused on locating existing opportunities
2. Activities focused on developing additional opportunities
3. Activities designed to help individuals secure the opportunities they locate
4. Activities designed to help the individual maintain acquired opportunities

These opportunities include jobs, training or educational programs, volunteer experiences, or any other special placement which might correspond to that next step in an individual's career development.

Selecting a desired opportunity and actually obtaining that opportunity at times are miles apart. Many variables intervene. The individual may need to be proficient in skills which bear no resemblance to the actual demands of the placement. For example, entry to almost every opportunity involves some sort of screening process. Many times applicants are screened by an interview. Persons who have poor communication skills are penalized by this screening procedure. Consider the person applying for a job as an auto mechanic. This person needs not only the appropriate skills to do the job but also must be able to describe these skills to a potential employer. Those providing placement services need a solid understanding of all the intervening steps involved if they are to help students become proficient in securing that next step they will be seeking.

In the first seven lessons of this unit, placement is examined as a process. In the first lesson, students are encouraged to examine their personal experiences and those of others they know with the placement process. Based on these observations, they can begin to identify the many intervening variables which affect placement.

A major factor which affects a students' ability to get the placement they want is the number of placements available and the amount of competition for these placements. If there were a perfect match between the openings available and the openings desired by students, a computer could easily perform the simple matching which is all that would be needed. Generally, however, there are more applicants than can be accomodated. As a result, the marketing analogy has frequently been applied to placement. The product being marketed are the skills, abilities, interests, experiences, knowledge, and personality traits of the individual. Basic marketing procedures are applied to finding and selling this product to potential buyers, i.e. those who control entry to the desired placement. The next six lessons in this unit focus on how these basic marketing principles can be applied to locating, securing, developing, and maintaining placement opportunities.

The last lesson draws students' attention to published literature on the variables affecting placement. They are encouraged to see that many of them can be or have been empirically-tested and this information can be integrated into the development of a placement program.

Teaching the Unit

Because placement is often the most anxiety-producing activity which the novice counselor or educator will encounter, direct experience with placement activities should be encouraged. This experience will not only provide practice in the application of classroom materials, but also peer support for the initial anxiety they may feel in approaching employers or recruiters.

Although possible student activities are included at the end of each lesson in this unit, it might be more beneficial to substitute one of the following class activities for these assignments:

1. Design a placement service: Have each of the students locate several individuals who are currently seeking placement. These clients could include high school students, other students enrolled in the department, friends, relatives or spouses. They should attempt to find clients who would represent a variety of placement needs including those which involve unskilled, semi-skilled, and skilled work. In this way, the students will become familiar with the wide variety of placement leads, the differences in screening procedures used, and the types of standards used for evaluating employee performance.

   The student's experiences in providing placement assistance to these clients can be used as a nucleus for class discussions throughout this unit. The experience will also be helpful in understanding the need for program planning in placement which will be addressed in Unit III.

2. Field assignments. Field experiences can also be substituted for classroom sessions. A weekly meeting of those assigned to the field settings can be used to highlight important points related to each lesson and to illustrate the application of these principles in the field setting. If this approach is used to teaching the lessons in this unit, every attempt should be made to involve students in a wide variety of settings. The following field placements can be explored:

   1. High school guidance departments

2. Vocational/technical schools

3. Job Service offices

4. Division of Vocational Rehabilitation

5. A sheltered workshop

6. Veteran's Administration or local returning Viet Nam veterans program

7. Private employment agencies

8. University placement offices

9. University counseling services

10. Private career counseling services

11. Industry or business personnel departments, especially any which offer out-placement assistance to their employees.

12. WIN Program or other similar social service programs.

If this approach is used, encourage the students to exchange ideas and experiences during their class meetings. Differences in client needs, placement techniques, and program goals should be discussed. Additionally, have the students prepare a written summary of their experiences. The summary may take the form of a case study of a particular client or a description of the placement program of the assigned agency.

3. Develop a personal placement portfolio. The students can apply the material covered in this unit to prepare for their personal placement search. As the Units are covered, they can create a personal placement portfolio which includes:

   1. A list of potential buyers

   2. Letters of inquiry and a resume

   3. Reference letters

   4. A list of their accomplishments and potential benefits they can contribute

   5. Resources which might be used

PLACEMENT

Unit II: The Placement Process

Lesson 1: Applying a Market Analogy to Placement

Background:

Frequently the placement function is described as a simple matching activity. The client's skills and abilities are matched with a placement which requires these skills or abilities for entry. However, although the new math may support a notion of one-to-one correspondence between two sets, the placement process does not lend itself to such ideal circumstances. The many intervening variables which affect the placement process must be identified if a comprehensive and effective placement program is to be established.

In providing placement assistance to individuals, placement personnel will need information on:

1. The current requirements which an individual must meet to obtain entry to a desired placement.
2. The procedures used for announcing the availability of the placement.
3. The manner in which the person must typically respond to this announcement (e.g., in writing, by telephone or personal contact).
4. The screening procedures used.
5. The standards against which the applicant will be compared.
6. The performance requirements or expectations after entry.
7. Turnover rates relative to the placement.

In helping persons take the next step in their career development, placement personnel must become adept in the procedures associated with locating, securing, developing, and maintaining placement opportunities.

Instructional Goals:

1. The student can identify the steps involved in securing a satisfactory placement.
2. The student can identify the types of information which a placement staff would need to construct an empirically-based placement program.

3. The student can identify sources for locating this information.

Student Preparation:

Required reading: "Choice Processes: Individuals and Organizations Attracting and Selecting Each Other" in Porter, L.W.; Lawler, E.E.; and Hackman, J.R. *Behavior in Organizations*; New York: McGraw-Hill, 1975.

Activity: Have each student complete four copies of EXHIBIT C: one copy based on a telephone or personal interview which someone employed in a blue-collar occupation; the second, on someone in a white-collar service, clerical, or sales position; the third on someone employed in a managerial or professional occupation; and the fourth on someone employed in an unskilled occupation. They may substitute a personal employment experience for one or two of the interviews.

Instructor Preparation:

Review: Student reading
Bradshaw, T.F. "Job Seeking Methods Used by Unemployed Workers" *Monthly Labor Review*, 1973, *96*, pp. 35-40.

Class Activities:

In this class session encourage the students to dissect the placement process. Look at all the steps involved in the entry process. Although the focus will be on job placement, encourage the students to discuss parallels in educational placement, volunteer placement, etc.

A. Begin the class by summarizing the results of the student's surveys on the blackboard by type of occupation: unskilled, blue collar, white collar, and professional.

    1. Discuss differences among the groups in resources used in locating the placement.

    2. What types of screening procedures were used in each situation? How frequently? Note similarities and differences between categories. Discuss the reasons for using these screening methods. How valid are they?

    3. Discuss differences in use and length of probationary periods. Help students see that in some instances it is more profitable or practical for an employer to screen after hiring rather than prior to hiring.

B. Following this discussion, have students focus on the placement process as it relates to the future placement of graduates of their program. If they were to design a career placement program to help their classmates take the next step in their career development, what types of information would they need? How could they get this information?

1. Placements that graduates will be seeking? (Have them discuss why it might also be helpful to survey former students as to the placements they have.)

2. Settings where these placements are available?

3. How and where positions are publicized?

4. Turnover rate in these placements?

5. Procedures which must be completed to become a candidate for these positions?

6. Procedures used to screen candidates?

7. Standards against which new employees are evaluated?

C. Discuss the implications of this information in designing a placement service (e.g., program should offer training in interviewing skills or encourage increased student and employer contacts, etc).

Optional Follow-Up Assignments:

Develop a questionnaire for use in interviewing employers on the procedures they follow in recruiting, hiring, and evaluating new employers. Conduct one interview of an employer using this questionnaire.

Or

Interview a representative of the State Apprenticeship Council, a military recruiter, a college admissions counselor, a volunteer coordinator or any other person involved in selecting individuals for placement. Summarize the entry procedures involved in these placements.

EXHIBIT C

1. Job title: ______________________________

2. How did you find out this position was open? ______________

____

____

____

3. What procedures did you have to follow to make application for this job? (letter of inquiry, phone call, register, etc.)

____

____

____

____

4. Who did you contact initially? (the employer, a personnel officer, a recruiter, etc.)

____

____

____

____

5. How were you screened for the job? (e.g., interview, resumé, testing, etc.)

____

____

____

____

____

6. Was there a probationary period following being hired? _______ How long?

_______________ Was your work evaluated during this period? _________

____

____

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PLACEMENT

Unit II: The Placement Process

Lesson 2: Locating Placement Opportunities

Background:

The first step in securing any placement is to identify where these placements are available. This principle applies whether the individual is seeking a training opportunity, a job, a volunteer or civic experience or any other alternative the person is seeking. Student preparation in locating placement opportunities must include both methods for helping others locate particular opportunities as well as methods the school or agency might use to identify all the opportunities available in the community.

Instructional Goals:

1. The student can identify initial resources which they can consult in attempting to locate information on current placement opportunities.
2. The student can identify the types of information which should be gathered when attempting to locate information on placement opportunities.
3. The student can identify situations or instances when a mailed questionnaire or personal contact is appropriate for surveying employers.
4. The student can identify several ways in which students may participate in locating information on available placements.
5. The student can suggest ways in which student follow-up data may be used to identify placement opportunities.
6. The student can suggest ways to allow students equal access to information regarding placement opportunities.

Student Preparation:

Read: Transitional Career Placement. Part V-A, pp. 51-62.

Placement Services: A Training Manual. Chapters 8, 11, 12.

Instructor Preparation:

Although a series of mini-lectures are provided in this lesson, the instructor may find it helpful to supplement these lectures with material from the following sources:

Bolles, Richard N. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1972.

Djeddah, Eli. Moving Up. Berkeley, California: Ten Speed Press, 1971.

Irish, Richard. Go Hire Yourself An Employer. Garden City, New York: Anchor Books, Anchor Press/Doubleday, 1973.

Payne, Richard A. How to Get a Better Job Quicker. New York, New York: Toplinger Publishing Company, 1972.

Class Activities: Series of Mini-lectures and discussion.

The following lectures can be consolidated into one presentation or serve as background for several class discussions.

Mini-Lecture 1: Using Intermediaries in Placement

No matter how attractive the candidate nor how impressive a person's credentials may be, the product will not sell unless buyers can be found. In most instances, the person seeking a placement will carry the burden of finding potential buyers. In general, the buyers do not come to them. The first step, therefore in effective placement involved developing a list of potential buyers for the product you are offering and developing a strategy for contacting these buyers.

This principle can be seen in all aspects of merchandising. Men's cologne is advertised on television during Saturday afternoon football games. Commericals for diapers generally appear on programs appealing to young audiences or during day time hours. Starter worms for worm farms are advertised in the Farmer's Almanac, not Atlantic Monthly. If someone wanted to sell five carat diamond rings, they would not approach their local Penney's or Wards store. Similarly, the person with skills and abilities to sell needs to identify the audience to be reached and the way to gain access to this audience.

Many companies and industries employ buyers who select the materials or merchandise the company will use or market. They screen the available market and select from it those items which likely will have most appeal to their company. Although they may not always make the final choice, they typically limit the field to a few items.

Similarly, intermediaries are used by some employers or institutions to screen applicants for their positions. These intermediaries may be recruiters, personnel officers, screening committees, or a public or private placement service. These intermediaries control access to a small proportion of the potential placements available. The openings they have access to often may not surface through another channel.

The person searching for potential buyers needs to learn when to use an intermediary and which to use. For example, private employment agencies can provide access to some placement opportunities. Their success, however, depends on referring well-qualified people for the positions listed. The person with marginal clerical skills would probably be wasting his or her time by listing with such an agency. Similarly, the Job Service may be a valuable intermediary if you were trying to get access to buyers interested in skilled or semi-skilled technical workers, but would be of little value if you were trying to contact employers of professional workers. The value of an intermediary, therefore, depends on the types and number of opportunities they control, the approximate number of other applicants using this resource, the qualifications of these other applicants, and the procedures the intermediary will follow in screening these applicants. In other words, the person needs to know what type of competition they are likely to face if they are trying to sell their products through this avenue.

The school can be of help to the student by compiling a list of intermediaries which the student can contact depending on their placement goals. This list could include:

1. Public employment services, e.g., the Job Service, the Division of Vocational Rehabilitation, or special manpower projects.
2. Private employment agencies
3. Federal and State Civil Service offices
4. County and city personnel offices
5. Labor unions
6. School placement offices
7. Business and industry personnel offices
8. Recruiters, including military and colleges
9. State Apprenticeship Divisions or Councils
10. Volunteer coordinators

An intermediary, therefore, is any person or agency which screens individuals prior to their contact with those who will make the decision to buy the product being offered.

The school can also be of help to students if they can gain the information which students will need to effectively use these intermediaries.

A survey can be conducted which identifies the types of placements the agency has access to, the qualifications against which applicants will be screened, and the amount of competition an applicant is likely to encounter.

Discussion:

1. Have the students list any intermediaries they have used to locate a job or another type of placement. Discuss what benefits or drawbacks were associated with each type.

2. Give examples of how intermediaries are used in recruitment of volunteers, military personnel, employees, students, political campaign workers, etc. Draw the students attention to how individual endorsements sometimes are necessary to getting access to a placement, e.g., a job as a Congressional page or entrance to a military academy.

Mini-Lecture 2: Publicized Sources of Information or Opportunities

Occasionally an employer will go public with an opening for a variety of reasons. Most often it is because they are actually looking for qualified applicants, but in some instances this announcement is mandated by a union contract or a state law. For example, a vacancy may occur in the Civil Service system. Although there is a well-qualified person currently available in the agency to fill the position, the person cannot be promoted to the position without the notice of the availability of this position being posted. Legal restraints prohibit this type of advancement. Similarly, affirmative action plans established by some companies require that openings be posted. However, there is a great deal of variability in where and how an opportunity may be publicized. The person seeking a position must also be aware of the channels used to announce the availability of a position.

Openings may be posted on bulletin boards, through periodic mailings to potential candidates, in trade or professional magazines, in store windows, on billboards outside the industry, or through the media; especially newspapers. The choice of publication is often dictated by how the employer can get the best pool of applicants at the least cost.

Those involved in helping students locate opportunities need to familiarize themselves with the methods used to advertise these openings and the problems students may encounter in responding to these advertisements. For example, the first appearance of a want ad is usually in the Sunday edition of the newspaper. The student needs to be aware that an early Monday morning response may be needed if they want to be considered for the position. If they delay, they take the risk that the employer has already filled the position or has closed applications.

Discussion:

1. Have each student list the types of publicized announcements they have used.
2. Have the class identify other sources of publicized information.
3. Why might these avenues have been chosen for publicizing the opportunity?
4. What will students need to be aware of in using these techniques?
5. Discuss personal experiences in using publicized information on resources?
6. How might a person seeking a placement use similar methods to announce their availability?
7. What methods are used to recruit volunteers for programs? Students for training programs?
8. What types of placement opportunities are rarely publicized?
9. Give the students several copies of the want ads from a local newspaper. Have them break into small groups and analyze these ads. Examine: 1) types of positions that are listed; 2) ways in which ads screen out or screen in candidates (e.g., salary range, adjectives, language); 3) differences in the type of response required to an ad. Why? What are the implications for helping students use ads effectively?

Mini-Lecture 3: Tapping the Hidden Job Market

The majority of job placement opportunities are never publicized or listed with any agency. They are filled primarily by word-of-mouth or by contacting someone the employer knows. To tap this hidden market, the student will often have to be flexible and not limited to only current openings. The student will have to anticipate a later need for placement and develop appropriate contacts beforehand. The hidden market is frequently of most importance to new entrants to the labor market or to an occupation. The student is likely to face less competition for these opportunities than they will find with publicized opportunities or those listed with intermediaries.

To tap the hidden market, the individual makes contact with an employer prior to an announced opening. During this contact the job-seeker demonstrates to the employer that s/he has a product which is of value to the employer---that s/he can do the job. In this way, the student has established himself or herself as a potential candidate for future vacancies. The employer may choose to contact them at that time to avoid the cost in time and money of screening for other candidates. This type of pre-contact is a means of circumventing the competition they might encounter by waiting for the opening to be posted.

The hidden market can also be tapped through friends, relatives, and acquaintances. The job-seeker tells these people that s/he is looking for a job in one or another field and asks them for possible leads. They can help the person identify possible employers or even direct them to an opening. For example, Joan spreads the word that she is looking for a job as a key punch operator. Her friend Mary works as a teller at a local bank. Through the grapevine, Mary finds out that the person currently doing the bank's key punch work plans to quit in a month. Mary alerts Joan to the possible opening and in this way, Joan can contact the employer and perhaps get an edge over the competition.

The problem for many students, however, is identifying a list of employers who might be interested in their skills. They may know that a large manufacturing concern employs machinists, but not know that it also houses a large clerical department. Although the occupations associated with certain settings are highly visible, e.g., restaurants employ cooks and financial institutions employ accountants; many times a potential employer may not be considered by the job-seeker; e.g., universities also employ cooks and accountants. The job-seeker can use several techniques to identify potential employers aside from friends and associates. The newspaper want ads can be screened. Names of employers actually seeking people for the specific job can be listed as well as those seeking people in related fields. If the student can identify major industries which employ people in their field, the yellow pages of the phone book can be used to compile an employer list. Teachers or instructors who train people in this field may be asked to suggest possible employers. After the student has prepared a preliminary list, contacts made with these people can be used to generate other names. These procedures may also be helpful in locating people who might be willing to sponsor an apprenticeship or provide on-the-job training.

The school can be of help to students in locating potential employers by conducting a local business and industry survey. The scope of the survey tends to vary with the size of the district and may be conducted by mail or through personal interviews depending on the resources of the school. Information is gathered from employers on the types of positions which exist in the company, the qualifications needed for entry to these positions, the turnover rates, and the procedures the employer uses to screen applications and to fill vacancies.

Follow-up data from former students can also be used to identify potential employers. Such information might be especially valuable because it not only identifies a potential employer, but it also provides the name of a contact in this firm.

Discussion:

1. Divide the class into small groups and have them compile lists of potential employers for specific occupations such as key punch operators, social workers, counselors, truck drivers, computer programmers, etc. Have a phone book, several copies of the want

ads, and a Dictionary of Occupational Titles available for student use.

2. Discuss several alternatives for conducting a school survey of employers. Who might be recruited to do the survey and why? What information could be requested? Factors to consider in deciding between a mailed or personal contact approach? What problems are involved in surveying in rural or urban communities? How could the information be kept current? In what aspects might students be involved? How could the information be disseminated? To whom should the information be made available?

Optional Follow-Up Assignments:

1. Have students be prepared to answer on a quiz at the next class session, one intermediary on resource they might contact if they were trying to get information on:

   a. Current job openings

   b. Apprenticeships

   c. On-the-job training opportunities for the disadvantaged

   d. Local volunteer opportunities

   e. Small business opportunities

   f. Degree programs offered through local technical schools or community colleges

2. Have each student locate four potential types of businesses, industries or institutions which hire persons with a degree in their field.

PLACEMENT

Unit II: The Placement Process

Lesson 3: Securing Placement Opportunities

Background:

Once potential buyers for a product have been isolated, the seller has to develop a strategy to convince the buyer that the product being offered is worth selecting. The tighter the market, the greater the necessity for students to apply basic sales principles to their encounters with those who control entry to placements.

The student needs to learn how to describe his or her product so it will be attractive to an employer. Often they will have only limited time to gain the employer's interest and attention. This is especially true if the individual is using direct application techniques or telephone contacts. Even if the student is successful in getting access to an actual interview for a specific job, research has shown that the decision to hire or not is typically made early in the interview.

Because of this, the student needs to critically examine the product s/he has to offer and arrange the skills, abilities and experiences which compose the product in descending order in terms of importance. Which of these will be most important to an employer? Which are incidental? If the student is responding to an ad or has a copy of the job description, this can be used to organize his/her skills and discriminate which are most important and should be mentioned early in the encounter. If the student doesn't have this information, they should do some homework prior to the meeting. Written career materials can be helpful, review of ads in newspapers for similar positions, or talks with others employed in this field or by this employer can help provide background.

Often it is not enough, simply to tell an employer that you have a product he wants, you also have to convince him that what you say is true--that the claims you make will be borne out. This is not meant to imply that employers are basically distrustful. Rather caution in hiring may occur, because an employer does not like to fire employees. To this employer, a decision to hire represents a real commitment to trying his best to keep the employee on later.

Many of the techniques used in advertising to establish the credibility of a product have parallels in successful job-getting techniques.

Instructional Goals:

The student can identify parallels between basic sales approaches and effective job getting behavior.

Student Preparation:

Read: Transitional Career Placement. Part V-B

Placement Services: A Training Manual. Chapters 6 & 7

Instructor Preparation:

Bring to class advertisements from magazines or the newspaper or prepare descriptions of several television commercials in each of the areas represented in EXHIBIT D.

Class Activities:

Present each advertisement. Have the students identify other advertisements using this approach. Then discuss how these principles can be applied to successful placement. Encourage the students to provide examples of how they or others they know have used these techniques effectively. EXHIBIT D contains a summary of several techniques and their more common counterparts in the job market.

Optional Follow-Up Assignments:

A variety of approaches may be used to help students gain a better understanding of how these advertising techniques can be applied to either placement of an individual or to promote a placement program in a school or community setting. Several of them could easily be used as the basis for follow-up discussion sessions on this topic if time permits.

1. Prepare a 30 second radio spot promoting job placement opportunities for the handicapped, students, drop-outs, women, senior citizens or any other group of interest to you.

2. Prepare a small newspaper advertisement for any of the above groups. Indicate in what section and on what day would you run it. Why?

3. Identify an approach other than mass media which could be used to publicize a school placement program. Describe how you would use this approach.

4. Compare costs of using various advertising channels.

5. Prepare a written summary of your skills or those of someone you know who is seeking employment for mailing to an employer or in response to an announcement or want ad.

6. Prepare a work wanted ad for yourself or someone you know. Indicate where you would have this ad published and why. The ad should be no longer than 25 words.

7. Identify two other techniques used in commericals for products or to promote a special interest. How can these approaches be applied in individual student placement or to publicizing and promoting an agency's or school's placement program.

8. Discuss how the person's behavior in an interview situation can be a method for establishing the credibility of what they are saying.

9. Have teams of class members interview employers as to variables which affect their decisions to hire or not hire an applicant.

Follow-Up Sessions

Invite several employers or recruiters to speak to the class. Have them discuss the screening practices they use and why, applicant behaviors which leave a positive or negative impression, techniques they use to verify the remarks of the job applicant, etc.

Invite someone from a placement office or agency or a personnel director to speak to the class on the hiring process and how the applicant can negotiate this process successfully.

EXHIBIT D - Examples Of Parallels Between Advertising Approaches and Job-Getting Behavior

	Advertising Approach	Job Getting Parallels
1.	Testimonial - experts endorse its claims	References Previous work evaluation
2.	User identification - "People like you have used it"	Referred leads Names of previous employers/ similar employment settings Currently employed doing this
3.	Comparisons with other products - It is similar to other products you've used	Referred by valued employee Dressing and behaving similar to others doing that job
4.	Product has won awards or made significant accomplishments	Honors or accomplishments job seeker has received
5.	Life demonstration	Samples of work Performance on screening tests
6.	The "bonus" - "Item does all you want, plus"	Specific benefit person brings to job not commonly found
7.	Use of technical terms	Use of professional jargon
8.	"Someone you'd like to be like uses this product"	Referral by someone influential or well-known
9.	Other:	

PLACEMENT

Unit II: The Placement Process

Lesson 4: Securing Placement Opportunities

Background:

See previous lesson.

Instructional Goals:

1. The student can enumerate the basic career competencies students will need to translate career goals into the reality of actual placement.
2. The student can identify places within the curriculum in which students could receive training in these competencies or can construct a sample curriculum for student training.
3. The student can locate several resources which can be contacted to obtain materials for use in developing skills in placement.

Student Preparation:

Read: Transitional Career Placement. Part V-B

Placement Services: A Training Manual. Chapters 6 & 7

Activitiy: Each student prepare an abstract of an original idea for training individuals in effective placement getting skills or an abstract of a commerical or free material which could be used in such training. If possible they should bring a sample of the actual material to class. The materials may address any skill required in placement, e.g., resume writing using want ads, etc. Preference should be given to having the students identify their own resources for locating these; however, if this is impractical, they may be directed to a bookstore or library, publishers' catalogues, the Job Service, a school placement office, an Instructional Materials Center, or manuals describing school-based placement programs.

Instructor Preparation:

1. Review the Desk Reference which contains a description of many materials in this area.

2. Bring several publisher's catalogues to class for student inspection.

Class Activities: Discussion and materials review

1. Brainstorm a list of basic skills which individuals need for career survival in our culture.
2. Develop suggestions for how these competencies could be integrated within an existing curriculum. Those students who have had previous teaching experience should be encouraged to react to these suggestions
3. The students who developed original methods for teaching placement skills should present their suggestions to the class for discussion.
4. Discuss the sources which might be contacted in locating materials for training people in effective placement skills.
5. Have those students who brought sample materials to class pass them around for the other class members to inspect.
6. Discuss criteria which should be used for evaluating these materials.

Instructor Follow-Up:

Collect the abstracts prepared by the students. Compile these into a bibliography and distribute this to the class members.

PLACEMENT

Unit II: The Placement Process

Lesson 5: Developing Placement Opportunities

Background:

Occasionally a product is developed for which there is no market. It may cost more than it is worth and price itself out of the market. Legal restraints might prohibit the sale of the product such as in the case of alcoholic beverages in some communities or, until several years ago, margarine in Wisconsin. In other instances, a consumer preference for the product may not exist (e.g., buffalo meat as opposed to beef) or consumer behavior may be resistant to change as in the case of urging the use of mass transit or car pooling.

Parallels of each of these factors can be found in the job market. There may be no market for the product the student has to offer. The rising minimum wage faces opposition from those who feel that as these labor costs escalate, those with minimal skills will be priced out of the market by machines or experienced workers. Similarly, a person may reach a top management position in a company and receive a compatible salary. If displaced, the worker may find that his or her salary can not be replicated elsewhere.

Legal restraints or institutional policies may also serve to bar some individuals from entering a desired placement. Less than a decade ago women could not enter Ivy League colleges or military academies. Racial minority groups and the handicapped have also encountered numerous situations in which they were barred from participating in the roles they desired. Child labor laws are in effect in all states, and their presence effectively bars a large percentage of our population from participating in certain jobs or curtails the amount of time which can be spent in such participation. Additionally, states which have not passed the Equal Rights Amendment often have laws which limit the occupations in which women may engage. Certification requirements are means of keeping unqualified people from participating in certain occupations; however, there is a great deal of variability among states as to the occupations which must be licensed and the procedures which must be completed to obtain certification. Peculiarities or specifications in employer policies or union contracts may also limit an individual's access to certain positions. The height and weight standards that were used for entry to police work were challenged in one community as discriminating against the Asian-American population. In another sense, however, these policies increase the opportunities which are available to those who meet the qualifications because they serve to limit the potential applicant pool. Laws and policies can therefore serve to either enhance or limit the opportunities available to an individual.

The current opportunity structure may also bar an individual from participation. For example, individuals who may be limited because of conflicting demands or a physical handicap, to part-time positions, may find none available in their field of training. Or the person may possess unusual skills for which there may be limited demand. The talented creative writer may find that the publications which pay adequate royalties may not publish material of such high standards or the student who desires a specific training opportunity may discover that no local avenues exist for obtaining this training.

If a perfect match existed between the placements needed by students and the opportunities available, no intervention in the status quo would be necessary. Unfortunately, such is not the case. As long as placement personnel continue to see their first allegience to be to their students, they will encounter instances where they need to engage in placement development.

Instructional Goals:

1. The student can describe three ways in which the placement staff can intervene in the market to increase the opportunities available to students.

2. Given a sample job description, the student can identify the way the job may be re-engineered to allow for:

    a. Splitting the job into two equal part-time positions.

    b. Splitting the job into two positions with different levels of responsiblity.

    c. Identifying how job duties may have to be reallocated or restructured if a worker in this position were to become disabled with a specific disability.

3. The student can describe a benefit which would accrue to the employer in a through c above.

4. The student can describe why a job development component is necessary in a student-advocate approach to placement.

Student Preparation:

Read: Transitional Career Placement. Part V-C, pp. 90-98.

Instructor Preparation:

1. Review : Part V-C Transitional Career Placement.
"Handbook for analyzing jobs" published through the Government Printing Office for the Department of Labor.

2. Obtain information from the state Department of Labor regarding minimum wage laws, child labor laws, occupations in which youth in different age groups can engage, occupations which require certification, any state restrictions on the employment of women affirmative action guidelines which have an impact on any special interest group.

Class Activities: Review and Demonstration

Review: Summarize several approaches which may be used to reconstruct the opportunity structure so that it can become more compatible with student needs.

1. Discuss the minimum wage law and its affect on opportunities for students.

2. Review child labor laws for the class and demonstrate types of occupations available to people in different age groups.

3. Identify other legislation which might be used to promote the hiring of a special group (e.g., recent legislation related to hiring the handicapped on federal projects or application of equal employment practices on hiring procedures) and help students identify situations in which these laws might be used to increase opportunities available to their clients.

4. Outline information which should be collected in a job analysis.

5. Demonstrate how a job analysis may be used in restructuring opportunities.

Demonstration: Divide the class into small groups of four of five members. Give each group a different copy of recent Civil Service bulletins or printed job descriptions. Have each group identify a job which may be re-engineered to provide two equal part-time jobs or two positions with different levels of responsibility. Have them demonstrate how they would reallocate the duties to accomodate the change and describe a benefit which would accrue to the employer. Have each group report to the class the results of this exercise.

Optional Follow-Up Assignments:

1. Select a job with which you are familiar and a disability which would affect an individual's ability to perform this job. Demonstrate how the duties associated with the job, the social skills involved, or the working conditions (temperature, climate, steps, etc.) could be altered to make this position more compatible with the abilities of a handicapped person.

2. Consider the following case: Mary would like to secure employment as a travel agent. Contact with all of the local agencies indicate that none will hire an applicant without specific training or experience. No local school offers travel agent training. What might be done in this situation to help Mary gain employment?

3. Interview or describe someone you know who developed an opportunity for himself or herself which had not existed previously. How did they do this?

4. Describe possible changes which might be made in the current opportunity structure to better accomodate the skills or abilities you have to offer.

5. Read an article which describes a policy change made by an employer or training program which has resulted in increasing the opportunities available to some group. What changes were made, why, and what benefits resulted? (Articles dealing with these topics can be found in the popular press: Newsweek, Time, Fortune, etc.)

6. Conduct an analysis of a specific job.

PLACEMENT

Unit II: The Placement Process

Lesson 6: Maintaining Placement Opportunities

Background:

Those involved in placement frequently find it is as important to help individuals acquire the skills necessary to maintain themselves in a placement as it is to provide them with effective placement-getting skills. Often, in entry level jobs little prescreening is performed and the period following entry actually represents an extension of the screening process. In fact, this initial period may be viewed as a job try-out by some employers and be substituted for costly pre-screening procedures. Failing after being selected, however, may be more costly and detrimental to the self-concept of some people than failing to be chosen in the first place. Placement personnel, therefore, must become familiar with the performance standards required on various placements and the methods available for preparing students for these standards.

Instructional Goals:

1. To identify behaviors which are typically needed to maintain an acquired placement.
2. To identify strategies for teaching placement-maintaining skills.

Student Preparation:

Read: "Preparing the Neophyte Worker to Cope with Job Adjustment Problems" in Shippen and Wasil; Placement and Follow-Up pp. 116-125.

Instructor Preparation:

Review: "Occupational Survival Skills: Implications for Job Maintenance and Mobility" by Sharon Lund O'Neil, Department of Vocational Education, University of Illinois at Urbana-Champaign. (Available in ERIC.)

"Adaptation Processes: Individuals and Organizations Learning to Accomodate Each Other" in Porter, Lawler, and Hackman Behavior in Organizations, New York: McGraw Hill, 1975.

Class Activities: Mini-Lecture and Discussion

Prepare a short introductory lecture such as the following based on the above readings. Sample discussion questions are included following the lecture.

Mini-Lecture:

Successful sales people know that it is not enough to make a sale. They know that they want to do repeat business with this buyer, the claims they made concerning the product must be substantiated when the buyer uses it. Although the new entrant to a placement may not be concerned about repeat business, s/he is concerned that the acquired placement not be lost.

During the hiring process, the applicant has concentrated on convincing the employer or recruiter that s/he has the ability to perform successfully in the placement. In doing this the applicant has made claims about the product being offered. The first factor in keeping an acquired placement involves living up to the expectations of the person who selected the applicant. The new employee must have the skills s/he claimed to have when applying for the position whether these involve being able to change the oil on a car or operate complex machinery.

During the screening process, employers and recruiters are also assessing applicants for the types of behaviors desired in new employees or recruits. These behaviors do not relate to the specific skills associated with the placements but rather focus on support behaviors necessary to maintain performance in the placement. For example, the tasks involved in a grocery clerk position may include operating a cash register, reading numbers, bagging groceries, making change, etc. However, a person possessing all these skills may not keep an acquired job if they show up late for work, snap at the customers or have poor hygiene habits. Often the person who is selecting among applicants for a position, will have little information available (usually only the impression created in the interview) upon which to assess the person's behavior in these other areas. The person eventually selected will have to live up to the employers expectations and standards for these non-skill behaviors as well.

Because of this, the initial period following selection is often viewed by employers as a trial period. Occasionally, formal procedures such as a probationary period or boot camp or specific titles, such as management trainee or novice, are used to distinguish this time as a test period for the individual. During this time the individual will need to identify the behaviors necessary to survive in the placement and meet the performance expectations related to each of these behaviors.

Although some placements have fairly well-defined criteria for success such as maintaining a certain grade point for continuation in a college program or accomplishing certain required tasks in boot camp or passing certain tests; other placements, especially those involving employment, have less objective standards. For example, one employer may be adamant that workers arrive and leave at certain times. Another employer may not be concerned about the hours an employee keeps just that the job gets done. Similarly, dress codes may be treated as gospel in some settings, while in others dress is never mentioned. Despite differences among employers in the specific standards used to evaluate employees, most employees generally have to meet expectations in at least the following areas:

1. Standards related to time expectations
2. Standards related to interpersonal relationships with coworkers
3. Standards related to quality of work
4. Standards related to appearance and health
5. Standards related to appropriate behavior toward an employer or supervisor
6. Standards related to communication skills
7. Standards related to quantity of work
8. Standards related to "attitude" toward job
9. Standards related to "safety"
10. Standards related to emotionality, self control, etc.
11. Standards related to independence - dependence

Break for discussion

1. A. List general categories such as those above horizontally across the blackboard. Divide the class into small groups--one group per category. Have each group list behaviors related to each of these categories which may be held as expectations for employees. It may be helpful to illustrate the process for the students with one of the categories. For example, under time expectations, you may list:

    1. don't abuse sick leave and vacation policies
    2. be on time
    3. don't leave early
    4. call in if you'll be absent
    5. limit breaks to prescribed time limit

    Encourage them to list as many behaviors as possible even if they have not personally encountered the need for this behavior or even if some of the behaviors may seem superficially contradictory (e.g., be friendly to your coworkers and don't sit around and gab).

Once the lists have been developed, select four students who have had experience in the following areas: sales work, factory work, clerical work, and professional work. Have these students check all the items listed which were behavioral expectations on each of these jobs.

Discuss any differences which appear in the items selected.

OR

B. Select eight to ten students and have them come to the blackboard. Ask each student to list the title of a job they have held in the past on the blackboard. Under the title have them list the requirements they were expected to meet on these jobs. Ask them to focus on non skill-related requirements. Have the other members of the class do the same thing on a piece of paper. After about five minutes have the students stop. Use this information as the basis for class discussion. Identify similarities and differences across different job titles. Discuss the reasons why some behaviors are more critical to success in some occupations and not in others.

2. Select five to eight of the most frequently mentioned behaviors. Have the students discuss:

   a. How would you assess someone's behavior relative to this skill prior to placement?

   b. How would you develop a training program for students in these skills?

   c. How do school policies or teacher behaviors serve to promote or deter students' development of good work habits? Good study habits?

   d. How can follow-through be used to help students maintain opportunities?

3. Maintaining an acquired placement may also depend on the person's ability to manage the social demands away from the placement. Have the students examine how the presence or absence of some of the following social skills can affect a person's ability to maintain a placement:

   a. ability to use public transportation or drive

   b. ability to budget money effectively

   c. ability to relocate

   d. family support for the placement

Optional Assignment:

Interview an employer or an employee in an area of potential career interest to you regarding the behaviors which are necessary for maintaining a placement in this field.

PLACEMENT

Unit II: The Placement Process

Lesson 7: Individualizing Placement Services

Although only one lesson is devoted to this topic, the class activities suggested could lend themselves to a series of classroom sessions. In fact, if students have had no previous or concurrent experience with placement, several sessions on this lesson, would be strongly encouraged.

Background:

The bottom line in any placement program is whether or not the beneficiaries of the program are able to locate the placements they were seeking. Whether placement involves a sophisticated or computerized program of job orders and referrals or an informal approach of helping each person as the need arises, the program will not be completing its mission if students or clients fail to take the next step. The placement effort must be evaluated at the individual level. Furthermore, no matter what the setting--the school, a Job Service office, or a rehabilitation program--placement involves a relationship between the individual seeking an opportunity and someone designated to provide assistance to this person.

Instructional Goals:

1. The student can identify the key information s/he will need preparatory to developing a placement plan with an individual.
2. The student will be able to construct a placement plan for an individual including possible resources which can be involved.
3. The student can describe the process of "vocational contingency planning" and give three illustrations of how such planning may be used.
4. The student can define the "advocate" role in individualized placement and differentiate this from other approaches to individualized placement.
5. The student can describe some general considerations regarding terminating the school's involvement in the placement of former students.

Student Preparation:

Read: Transitional Career Placement. Part VI pp. 111-132
Kleinberg, J.L. "Vocational Contingency Planning in a Recession." Vocational Guidance Quarterly, June, 1976, 24(4) pp. 366-368

Instructor Preparation:

Review: Above readings

Related reading: Twomey, W.F. *Placement of the Severely Handicapped: A Counselor's Guide*

Be prepared to bring to class a Dictionary of Occupational Titles, a copy of telephone book, catalogues from several local schools/colleges, and the classified section from a recent edition of the Sunday newspaper.

Class Activities:

Demonstration: Have the class develop a placement plan for a client. The following alternatives may be used to teach this lesson:

1. The ideal way to teach this unit would be through life demonstration. Invite several people to the class (depending on the number of class sessions you wish to devote to this activity) who are involved in searching out placement opportunities (e.g. looking for a job, volunteer experience or training opportunities). These people may be those involved in initial entry or those contemplating a change in placement. If more than one person will be invited, select them to represent a variety of placement goals in terms of both educational and occupational placements.

   Select three students to interview this person during the first 20 minutes of the class. After the interview, ask the class members if any have additional questions which they feel should be asked.

   Based on this information, have the class divide into small groups and develop a plan of action for the interviewee. Approximately 15 to 20 minutes should be allowed for this activity. Have them list both any actions which would be taken, who would be responsible for taking this action, and what resources might be used in implementing the plan.

   During the last 10 to 15 minutes, have each group report to the entire class the plan they evolved.

2. *Taped interviews* may also be used. However, these interviews will either need to be supplemented with background information or be more lengthy because the class will not have an opportunity to directly interact with the interviewee. In this case, time constraints may make it necessary for the class as a group to generate the placement plan.

   The demonstration tapes may be prepared by students who are currently doing a field experience in a school setting or another setting where placement is a function. The student presenting the tape should be prepared to answer background information concerning the interviewee. If students do not have access to these tapes, the instructor may arrange to personally prepare tapes of students or clients in settings where s/he has access. Video-tapes of role-played interviews using people unknown to the students may also be used as the content for this session. These offer more realism and also provide an opportunity to observe the appearance, conversation and nonverbal behavior of the individual, each of which may be an important variable in developing a placement plan. After the tape presentation, have the class address the following questions:

a. Do they have enough information about the person to develop a placement plan? If not, what additional information would they need? Who would be the best person to provide this information?

b. What course of action would they take in developing a placement plan with this person?

c. How would they allocate the responsibilities in this plan? What factors would have to be considered in allocating these responsibilities?

d. What resources (people or materials) might be used? Why?

e. What are some alternative plans which might be considered if there were no openings in the desired placement?

f. Would they use a behavioral contract? Why or why not?

3. Prepared scripts may also be used in the same manner as the taped interviews. The scripts can be prepared either by the instructor or by students who wish to gain extra credit. Such script preparation may be time consuming and it is often difficult to avoid contrived situations in preparing them. Student interest in these scripts will not be as keen as in the more realistic situations. Furthermore, if the script is not based on a real situation, students may not be realistic in the plan they evolve.

4. Case studies may be instructor or student-prepared. These studies should include a description of the person including relevant history and experiences, abilities, interests, financial situation, and personal or social factors of relevance. A statement of the persons long and short range career goals should also be included. If the students are involved in a field experience, someone in this setting may be selected as the basis of the case study. Just as in the taped interviews, the students should be reminded that their information-gathering activities should be designed to keep the identity of the person anonymous unless the person has granted permission to reveal his or her identity.

In the case of student-prepared studies, have the student present a brief statement of the problem and a summary of relevant data. The student should also be prepared to answer class members' questions related to this person.

Following the presentation, the class can address the same questions as those listed under interview demonstrations.

Optional Assignments:

Have each member of the class develop their own personal placement plan based on their current needs.

The plan should include:

1. A description of their current status. The wheel approach suggested in the readings may be a useful way to have them visualize their needs.
2. A set of goal statements.
3. A list of steps which will be pursued relative to these goals, and the target dates for accomplishing each of these types.
4. Two alternative goals they would select if their first choice was not available.
5. A rationale for the plans they evolved.

PLACEMENT

Unit II: The Placement Process

Lesson 8: Research Related to the Placement Process

Background:

Although the history of secondary school placement programs is relatively short, business and government institutions have had a long standing vested interest in placement. The variables affecting the placement process have been examined by practicioners and researchers in these fields. The students should become familiar with the major sources of published information on the placement program and how this information can be incorporated in developing a school placement program. The content of the research is less important in this instance than the procedures involved in locating it. The student will need to become aware of the major resources which s/he can use to keep informed about placement after leaving the school setting.

Instructional Goals:

The student will be able to identify several publications which contain empirical research related to placement and the procedures to follow in reviewing the information.

Student Preparation:

Activity: Have the students locate and abstract two research studies which have direct implications for placement. A format for the abstract is presented in EXHIBIT E.

Instructor Preparation:

None

Class Activities:

1. Brainstorm with the class the types of professional groups which have an interest in placement (employment service counselors, personnel managers, sociologists, etc.). What journals are used by these professionals?

2. Have one student explain the process s/he followed in locating the articles, including any indices used, selector words, etc. Ask the others to comment on any different procedures they may have followed.

3. Make two lists on the blackboard. On the first, list all the sources used by students (journals, dissertations, newsletters, government publications, etc.). On the second, list the major topic areas which the students could have searched (e.g. resume writing).

4. Have several of the students read the abstracts they have prepared. Have the class critique the study based on its applicability to school-based placement programs.

Instructor Follow-Up:

Compile a bibliography of the articles located by the students to distribute to the class.

EXHIBIT E

Locate two articles or research studies which summarize or describe a study of some specific variable which affects placement (e.g., the effect of applicant dress on decisions to hire). Prepare an abstract of each of these studies using the following format:

Author:

Title:

Source: Vol: Page No.:

Date:

Type of Report: (e.g., experimental research, student survey, professional opinion, "how to", etc.)

Summary:

1. Name of organization (university, state education department) conducting study
2. When study was conducted
3. Why study done
4. Methodology of study (IF EXPERIMENTAL RESEARCH)
   a. Number and type of subjects
   b. Instruments and/or procedures used
   c. Statistic employed
5. Findings
6. Implications

Introduction to Unit III

Directions for use of unit:

Careful program planning has become necessary in most educational institutions as accountability demands escalate. This planning is often critical to the success of new programs. The placement program will often be somewhat innovative and as such will need to have the initial and continuing support of administrators and school board members. They will need clear statements regarding the goals and objectives of the program and also estimates of the program's cost both in terms of money and involvement of other school staff.

The amount of time to be devoted to this unit will depend on whether your students have had other course work related to program planning. If so, these lessons can be used to illustrate how program planning models can be applied to a placement program. If the students have not had previous coursework in program planning, an initial lecture session should be included during which you introduce and define the planning process. Include a description of needs assessment, resource assessment, preparing program objectives, strategy selection, and program evaluation. Two excellent resources you might choose to consult in preparing background material on these topics are:

Popham, W.J. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975.

Jones, B.G.; Tiedeman, D.V.; Mitchell, A.M.; Unruh, W.R.; Helliwell, C.B.; and Ganschow, L.H. Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Non-College Bound Youth. Palo Alto, California: American Institutes for Research, Youth Development Research Program, 1974. (ED087970)

Prior to this background lecture, students may find it helpful to read:

Jacobson, Thomas and Mitchell, Anita. "How to Develop a District Master Plan for Career Guidance and Counseling" Vocational Guidance Quarterly, 25(3), 1977, pp. 195-203.

Teaching the Unit

Throughout this unit, the focus is on applying a planning model to the development and implementation of placement services. The instructor may use one of the following methods to reinforce lesson content:

Field Experiences. If students in this course have been assigned to a field setting as part of their course work, this experience can be integrated into these lessons. Several possible field settings were suggested at the beginning of Unit II. The students in these settings can be required to submit a description of the planning (or lack of planning) occuring in these settings. These written descriptions should include:

1. A statement of the goals or mission of the agency or program.
2. A statement of how client or student needs are assessed and the relationship of needs assessment to program planning in this setting.
3. A statement of the specific objectives the agency or program seeks to accomplish.
4. The strategies employed to achieve these objectives (e.g., services offered, staffing patterns, use of referral agencies, etc.).
5. The methods used by the agency to evaluate the process and outcomes.

The student should also provide a one or two page critique of the agency or program's planning effort.

Manuals, plans, and annual reports. Written summaries of agency or program plans can also be obtained if field experiences are not included in the course. Many manuals have been prepared by school-based placement programs. These are listed in the Desk Reference and copies can be obtained for class use. Additionally, local agencies may be contacted regarding procedures for acquiring or examining their program plans. These written materials may be placed on library reserve for student use. The students can critique the plans relative to the above questions.

Assignments: At the end of each lesson, optional assignments are included to help the students become more familiar with the various aspects of planning a placement program. These can also be used to reinforce the course content.

Original program plan: Another possible alternative to consider is to have the students develop their own plan for a school-based placement program or a placement program for a special needs population of interest to them. The plan should include:

1. A description of the setting in which the program would operate and the target population for the program.
2. The goals of the program.
3. Rationale for the program.
4. Procedure which will be followed to assess student needs relative to the program goal.
5. Sample of strategies which would be followed to meet different student needs.

6. Staffing pattern to be followed.

7. Relationships which will be established with other agencies or institutions.

8. Approximate cost of the program.

PLACEMENT

Unit III: Planning the Placement Program

Lesson 1: Assessing Student Placement Needs

Background:

Before a program can be developed, it is necessary to examine the status of the students in terms of the program's goals. For example, if a school were to start a program to increase student's exposure to the work force, the program staff would first need to identify the current exposure students were receiving. One of the questions which might be asked would be: "What percentage of the students currently hold part-time jobs or have held such jobs in the past?" Or, if a school were considering developing a job-seeking skills class for students, they would attempt to assess the current status of the students' skills in this area. Student needs must form the core of program development.

Instructional Goals:

1. The student can describe the placement needs of various school populations.
2. The student can describe different data-gathering procedures to use in needs assessment.

Student Preparation:

Read: Transitional Career Placement. pp. 15-23

Review and Synthesis of Job Placement Literature. pp. 3-31, Part II

Instructor Preparation:

Review: Popham, W.J. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975, pp. 65-69.

Class Activities:

A. Begin the class by having the students articulate a variety of goals for a student placement program. Encourage them to view placement from a broad perspective and to include placements for both current students and recent graduates.

B. After the goals have been discussed, select a sufficiently flexible goal such as "to help each student take the next step in their career development."

Based on this goal, develop a list of competencies students would need to achieve this goal. The list might include items such as:

1. The student can dress appropriately for an interview.
2. The student can name several placements for which they would qualify.
3. The student has developed "contacts" with others in the chosen placement.

Encourage the class to relate these competencies to the previous unit on the placement process.

C. Have the class re-examine the list as to changes which might be necessary if the target population were women (e.g., need to include information on nontraditional roles), rural youth (e.g., training in relocation skills), the handicapped (e.g., training in mobility), or disadvantaged youth (e.g., information on sources of financial aid). Encourage the students to see that the student goals mentioned on a needs assessment are likely to vary with the population to be served.

D. A need has been defined as the discrepancy between current status and desired status. Return to the list and examine how student's current status in terms of each of these goals could be assessed. Consider the benefits and drawbacks of: self report, direct skill measurement, parent or teacher report, employer report, direct observation, etc.

E. An alternative method of needs assessment involves preparing a list of desired outcomes and circulating the list to a variety of respondent groups. The groups weigh each item as to how important it is or rank order the items. Have the classes discuss this approach and which groups they would poll. Why?
What problems are involved in using this procedure (e.g., danger that needs of select group may not be weighted sufficiently)?

F. Another approach to program development uses program assessment as the base. In this approach, an ideal program is specified in terms of its component parts. Current programs are then assessed against this standard. For example, an ideal placement program may be specified as including a career information center listing information on training, employment, and volunteer programs. Current program assessment may reveal that information on training opportunities is currently available in the guidance office. The program need, therefore, is for information on employment and volunteer opportunities. Discuss the benefits and drawbacks of using this procedure as a basis for program development.

PLACEMENT

Unit III: Planning the Placement Program

Lesson 2: Writing Program Objectives

Background:

The information gathered through the needs assessment provides the background against which program objectives are developed. Once approved and agreed upon, the program objectives, in turn, provide the standard against which strategies will be selected. These objectives should be clearly stated to ensure that all those involved in approving and implementing a placement program are in agreement. In essence, the program objectives serve to provide a job description for those involved in the placement program.

Instructional Goal:

The student can use assessment data to compile a list of program activities.

Student Preparation:

Read: Transitional Career Placement. Part V-F

Instructor Preparation:

Duplicate sufficient copies of Exhibit F for distribution to each member of the class.

Class Activities: Small group discussions

During the first half of the class, have the students break into small groups. Have each group prepare a list of possible program objectives related to the information presented in Exhibit F.

Have each group select the three objectives they feel should receive top priority. Have each group write these on the blackboard.

Compare and contrast the objectives written by the small groups:

1. The rationale for selecting them
2. The ease with which the objectives could be evaluated
3. The amount of institutional change which would be needed to accomplish various objectives

EXHIBIT F

Benjamin Franklin High School is located in a midwestern city with a population of 75,000. The city has a heavy manufacturing base. Approximately 300 students are enrolled in the senior class, 350 in the junior class and 375 in the sophomore class.

Student Data (based on responses of current high school seniors):

86%	have held a part-time or full-time job while in high school
37%	do not know what types of jobs they can do
42%	do not know what types of jobs they'd like to do
19%	anticipate problems with interviews and applications
39%	do not know where to look for work
13%	anticipate transportation problems
12%	anticipate relocation problems
23%	anticipate problems with college entrance exams
40%	of those expressing career goals have not talked to someone else employed in this career
25%	of the female respondents perceive their major future role to be "homemaker"
50%	of the students expressing career goals aspire to professional careers

Future plans of students:

35%	plan to attend college following high school; half of these plan to work part-time while in school
18%	plan to attend a community college or technical school; half of these plan to work while in school
45%	plan on entering the work force on a full-time basis directly from the high school. Approximately one-third of these students have indicated they anticipate no problems with entry.
10%	plan to full time homemakers
2%	plan to do volunteer work or travel
4%	plan to enter the military

Parent survey: Parents rated the following three services as most important in student career planning:

1. Direct contacts with employers

2. Work experience

3. Information on career opportunities in different fields

Teacher survey: As a group the teachers indicated that the most pressing problems they felt students would encounter in placement were naiveté regarding the demands of work and of further education and concentration on professional career roles.

Former student data: Interviews with a random sample of former students suggested the following problems related to placement.

1. The majority of those entering the work force quit their first job within six months due to dissatisfaction with pay, hours, or work they were doing.

2. The majority of those working indicated that they continue to aspire to a different career goal and see their current jobs as simply answering expedient financial demand.

3. Almost one-third of those who pursued further education quit before completing the program.

4. Most of those interviewed are not aware of the public and private resources available to help in career planning.

Unit III: Planning the Placement Program

Lesson 3: Resource Assessment

Background:

Although placement services may be school based, the responsibility for placement must be shared by the school with the family, the student, and the community. The school's placement efforts should be designed to complement the contributions already being made by these other groups. Those providing placement services, therefore, need to identify the resources available and the contributions each can make toward answering the placement needs of students.

Instructional Goals:

1. The student can list five community agencies which are potential resources to a placement program.
2. The student can identify three ways in which the Job Service could provide assistance to a school placement program.
3. The student can identify current practices of school personnel which contribute to student placement.

Student Preparation:

Read: Placement Services: Training Manual. Chapters 3 & 11

Transitional Career Placement. Parts III & IV

Instructor Preparation:

1. You may wish to invite representatives from the Job Service Division of Vocational Rehabilitation, State Apprenticeship Council, etc. to this class to explain their agencies services.
2. Select several of the program objectives the students generated in the previous class or prepare a separate list of objectives.

Class Activities:

1. Have the class brainstorm ways in which the activities currently going on both within the school and the community contribute to the objectives you selected. For example, if one of these objec-

tives is to improve students skills in writing resumes or letters of inquiry, list activities done in English Classes, workshops offered at local libraries or colleges, brochures available through the Job Service, etc.

2. How could community volunteers or students be enlisted to help accomplish each of these objectives?

3. What contributions do parents make to student placement? In what other ways could parents be involved in a school placement program?

4. Why must the responsibility for placement be shared with the student?

5. Brainstorm a list of persons (including high school staff members), agencies, or organizations which could be used as resources in a school based placement program. Next to each resource, write a description of the population served and the services available.

Optional Assignment and Follow-Up:

Have the students "sign-up" for one of the resources mentioned on this list. If the class is too large, have them sign up in pairs. The students are responsible for interviewing the resource selected. They should attempt a) to identify the current activities of this resource which contribute to student placement b) to identify other activities the person could perform if modifications were made in current work load, and c) to identify the types of modifications which would be necessary and who would need to approve these changes.

Optional Follow-Up Class Session:

Have each student present a three to five minute summary of the results of their interviews to the class.

PLACEMENT

Unit III: Planning the Placement Program

Lesson 4: Staffing the Placement Program

Background:

In recent years, a good deal of controversy has surrounded the selection of personnel for placement programs. Opinions are divided as to whether responsibility for placement should be placed in the guidance department, the instructional program, a separate school program, or be transferred through cooperative agreement to the Job Service. A solid rationale can be offered for all these approaches.

Whether your students are preparing for a career in teaching or counseling, they will likely face pressures either from administrators or from their professional organizations to define their personal responsibilities in student placement. If they are to be able to respond to the placement emphasis proactively rather than reactively, they will need to explore the possibilities for participation and their personal competencies in placement.

Several different approaches to staffing a placement program are offered in the three readings mentioned in this lesson. Students should be encouraged to review each of these.

Instructional Goals:

1. The student can identify three different approaches to staffing a placement program and indicate the benefits and drawbacks of each.

2. The student can prepare a job description for:

   a. a placement program coordinator
   b. a career advisor, and
   c. a career development specialist

3. The student can prepare a plan for allocating the tasks involved in the placement program among existing school staff, students, and community volunteers.

4. The student can suggest changes which may be necessary in current staff activities if teachers and counselors are to assume additional placement responsibilities.

5. The student can assess his or her own potential role in a school-based placement program.

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Student Preparation:

Read: Transitional Career Placement. Part IV, 33-45; Part VI, pp. 113-115.

Placement Services: A Training Manual. Chapters 10 & 11, pp. 67-80.

"Placement Systems and Practices" in Shippen and Wasil, Placement and Follow-Up. pp. 67-81.

Prepare a list of competencies you feel a person must possess to be effective in student placement. The list should include both the knowledge the person should possess as well as the skills they would need to be effective.

Instructor Preparation:

A week prior to this class, select several pairs of students to make oral presentations to the class. Each pair will be assigned responsibility for preparing a five-minute presentation relative to one of the proposals discussed below. The audience to which they should gear their presentation would be a superintendent of schools who is interested in starting a placement program in a school district. Four possible proposals for staffing a placement program which you might want to address include:

Counselor-Based Placement The pair of students assigned to this topic should prepare a five-minute proposal urging the superintendent to hire an additional counselor in the guidance department to serve as coordinator of the school placement program. They should prepare a rationale for selecting a counselor for this position focusing on the counselor's competencies relative to placement and what services this counselor could provide.

Job Placement Specialist. This pair of students should prepare a rationale for hiring a job placement specialist for the school. The placement specialist would hold a co-equal position with the director of guidance services. The students should articulate a rationale for approaching placement in this manner. They should include a description of the competencies they would seek in the individual and the duties this person would assume.

Contract with Job Service. This pair of students should make a five-minute presentation regarding the value of contracting funds to the Job Service for placement assistance. The amount to be contracted should be assumed to be equal to the cost involved in hiring an additional staff member in the school. They should offer a rationale for why this approach should be taken and what services they might receive from this agency through such a contract.

Career Advisor Team. The students assigned to this proposal should assume the role of a career education consultant or a principal who would like to see placement pursued as a part of the faculty's responsibilities. They should address why placement should be pursued in this manner, what competencies team members would possess, what specific responsibilities they would perform, and what if any, compensation they would be offered in return for these duties. The team would be responsible to the career education director or the principal.

You may also include any other staffing models with which you may be familiar.

Class Activities:

Have the students assigned to the different roles sit in front of the class. Those students not assigned to any roles should have placed the lists of competencies they prepared before them. Tell them to refer to this list of competencies as each of the proposals are made. They are each to assume the role of administrators reviewing the possible proposals for implementation in their school district.

Have the four teams present their proposals to the rest of the class. Following the proposals, take a straw poll of the class to determine which proposals have the greatest appeal.

Discussion:

1. Have those who voted for various proposals present the reasons why they selected that approach over the others. Encourage them to relate their decisions to the competencies they had listed.

2. Ask them to consider whether their choice of staffing patterns would change if no additional funds were available for placement. In such a case, who should assume responsibility for which aspects of the program? Why?

3. How would the type of setting--rural, urban, suburban, vocational education institution--affect their choice of staffing models?

4. Many diverse qualifications have been suggested for those seeking positions in placement. Have the students discuss how much weight they would place on each in hiring placement personnel and why:

    a. Knowledge of labor market trends
    b. Contacts in the local labor market
    c. Teaching experience and certification
    d. Previous business or industry experience
    e. Knowledge of community resources
    f. School counselor certification
    g. Administrative experience

5. Explore how variations of all these different staffing approaches might be incorporated in one program. For example: A career education coordinator might be chosen to coordinate the program; academic staff could be assigned responsibility for occupational information, opportunity surveys in their areas, and placement of

students in cooperative or volunteer experiences in their areas of speciality; the guidance staff could be assigned responsibility for testing, counseling, training in placement-securing skills, and developing student placement plans; a retired person from business might be recruited on a volunteer basis to help students locate contacts in the labor market; and students could be referred to the Job Service as appropriate.

*Assignment:

Based on your readings, your experience and competencies, and the class discussion, write a short description of the type of role you would choose to play in a school-based placement program. Identify the specific tasks relative to student placement you would be interested in performing and have competencies for doing.

*This assignment is strongly recommended. If it can not be done following the class, have your students prepare to do this on a final exam.

PLACEMENT

Unit III: Planning the Placement Program

Lesson 5: Evaluating the Placement Program

Background:

In this age of accountability, program evaluation has become the rule rather than the exception. New programs either cost money or require that staff efforts be redirected. In either case, those who approve the expense or change will want evidence that the program has been successful and that this success was worth the costs involved. Many variables can influence the success of the program aside from the actual activities performed. Some of these variables, such as the choice of objectives or the staffing pattern selected, are within the control of those responsible for the program. Other variables are outside the realm of control, such as changing employment rates, the closing of a training program, or a decision by an agency not to participate.

In anticipation of the need to provide documentation of the program's operations and outcomes, those providing placement services need to realize that a major objective of this program from its inception is "to evaluate their success in achieving the program's objectives." This objective must be built into the original plan if personnel are to have the time and resources necessary to gather the information which will be subsequently used as a basis for decisions concerning the program's continuation. Most administrators and school boards will want more than a statement that the staff has been working hard on this program; they will want a statement of the activities performed and the outcomes of these activities. Additionally, when anticipated outcomes are not achieved, they will want an explanation and a description of a proposed alternative for accomplishing these objectives.

Instructional Goals:

1. The student can describe the general goals which are implied in an advocate placement model and prepare a list of program objectives reflecting these goals.

2. The student can describe evaluation strategies which may be used to determine program effectiveness.

3. The student can define a method for assessing the effectiveness of the placement program with individual students.

Student Preparation:

Read: Transitional Career Placement. Part V-E, pp. 104-109.

Instructor Preparation:

See readings mentioned in introduction to Unit III.

Class Activities:

I. Introduce the concept of program evaluation and the necessity of including evaluation as an ongoing part of a placement program from its inception.

II. On the blackboard write the following statements:

"To help each student take the next step in his or her personal career development."

"To increase the placement opportunities available to students"

"To increase students' placement competencies"

Discussion:

1. What types of information would a placement staff have to gather to determine if they had in fact achieved these objectives?
2. Could they have achieved these objectives and still had no impact on the placements actually obtained by students?
3. Should the placements actually obtained by students be used as a measure of a program's success? When? Why?
4. In what if any situations should the number of job placements or number of educational placements be used as a measure of program success?
5. What difficulties might arise if such quantifiable criteria were used in a student advocate approach to placement?
6. What if any, criteria could be used to document the success of a student advocate approach to placement? How do these criteria differ from those used in a client-centered approach or a labor exchange approach? (See lesson on Models in Placement)

III. Present the following situations to the class.

Jim Harding, superintendent at Walt Whitman High School presented an impassioned plea to the school board for funding a placement program in his high school. He emphasized that many students were having serious difficulties locating work after leaving high school and presented figures supporting a 40% unemployment rate for youth in that district. The school board, after further discussion, funded a placement coordinator's position for the school. The person hired for this position performed a hasty needs assessment of the student population and an analysis of local labor market conditions. Based on this data, he decided that he was likely to have little success in generating job openings from employers for his students and that those that he might tap would be in such low paying jobs that students would not be interested. As a result, the coordinator directed his efforts at helping the teaching staff modify their curriculums so that future students could get access to the better jobs which were available. He canvassed the community for interested and knowledgeable employers to serve on an advisory committee for upgrading student preparation in occupational skills. He also contacted the local Job Service office and made arrangements for those students seeking work to register with this agency. Because many of these referrals to the Job Service were made late in the second semester, the coordinator was unable to secure data concerning the outcomes of these referrals before the end of the school year. Throughout the year, Jim Harding repeatedly commented positively to both the school board and the coordinator about the coordinator's busy agenda and enthusiastic attitude. When the board reviewed the placement program, however, most members recommended it be discontinued.

1. Why do you think this happened?
2. What were some of the problems which occured?
3. How could these problems have been avoided?

Margaret Jones, guidance counselor at Union High School, convinced the school principal that the students at this school were extremely naive concerning the world of work and effective job-getting skills. She convinced him that a placement program might be of help in improving the situation. She suggested that to provide such a program she would need to relinquish many of her tasks related to student discipline and spend less time in personal-social counseling. At the end of the year, Margaret Jones met with the principal to discuss continuation of the placement program. She presented the principal with figures regarding how many students were placed on jobs, the types of jobs they held, and their annual earning rates. She also showed him several letters of endorsement from employers regarding her success.

1. If you were the principal in this school, how would you react to Ms. Jones presentation?
2. What other questions would you ask? Why?
3. What meaning would these figures have?
4. What other information would you need to determine the impact of this program?

IV. Recap: The two situations were presented to emphasize the necessity of clearly stated goals and objectives, which are understood and accepted by all parties, as the criteria against which the program will be evaluated.

Assignment:

Select an objective for a placement program which you would see as valuable. Briefly describe why you selected this objective in terms of a more global mission, how you would implement it, and how you would evaluate your success in terms of:

1. accomplishing your objective
2. how accomplishing this objective relates to the rationale you offered for including it.

Follow-Up Session:

Have each student present their prepared assignment and have the class analyze the variety of approaches which might be used to measure program effectiveness.

If the student's assignments do not draw attention to the following strategies, bring these out in discussion:

1. Use of follow-up data
2. Pre and post measures
3. Third party or expert evaluations
4. Survey data

PLACEMENT

Unit III: Planning the Placement Program

Lesson 6: Summary

Background:

Not only are the skills and knowledge which a student gains in a class important, but instructors also have a marked effect on the values which students will derive as a result of their course experience. A last class can be used as a debriefing for students and a chance to examine what principles they will personally adopt as the result of the course.

Student Preparation:

None

Instructor Preparation:

None

Class Activities:

Have each member review mentally their experiences in this course and jot down those ideas or experiences which stood out from the rest. Based on this review, have them discuss what personal standards they would apply in developing, implementing, or evaluating a placement program. What types of programs are worthwhile to them personally and why?

Throughout this exercise the students should be guided to see that the personal values they hold will likely affect any future interaction they have in the field of placement. Similarly, it should help them see that your personal prejudices regarding placement have probably influenced the material presented in this class.

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Section 5

LESSON PLANS:
CAREER PROGRAM RESOURCES

Developed and Written by
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for

"Career Education, Career Guidance and
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CAREER PROGRAM RESOURCES

Occupational information, educational information, career information--persons thinking about their futures are often seeking answers to many questions related to these topics. Each individual wants and needs information which will help him/her decide about future employment, education, and careers. Counselors and teachers often encounter questions such as--

> "What schools offer programs in horticulture?"
>
> "What kinds of jobs are available in engineering?"
>
> "What skills do I need to be an accountant?"
>
> "Will my background in home economics help me get that job at the hospital?"

Counselors and teachers responding to these and similar questions are better prepared and able to deal with students if they are familiar with occupational and educational information and know where it can be found. Helping a student begin his/her own personal search for information which will influence future decisions can be a rewarding opportunity, but that opportunity also bears much responsibility and requires awareness of useful and available materials.

A multitude of information about occupations, universities, technical and trade schools, employability skills, and related topics is available on local, state, regional, and national levels. These materials can be most helpful to the student looking for a job, deciding which college to attend, or laboring over what career to choose. Counselors and teachers need to be aware of these materials, how they can be obtained, how they can be used, and where they can be found in the school.

Curriculum Content

This group of lesson plans is designed to assist counselors and teachers in identifying, evaluating, and selecting career education and career guidance materials as well as in organizing and storing the resources. The concept of the "career resource center" has been incorporated as the focal point for housing and disseminating career information through a variety of media.

The student is initially introduced to the concept of a "career resource center," its content, development, and purpose. With this background, the student moves through various steps she/he might encounter while developing a "resource center" at a school. This progression allows the student to identify career education resources and evaluate them for inclusion in a model "career resource center" which they have designed. Students are also asked to present an organization and filing system which would encourage maximum use of the materials by both educators and students.

The lesson plans have been organized as follows:

Lesson 1: Career Resource Centers

Lesson 2: Identifying Career Program Resources

Lesson 3: Evaluating and Selecting Career Program Resources

Lesson 4: Storing and Filing Career Program Resources

The basic goal of these lessons is to acquaint the student with the many resources available and to assist them in understanding the utilization and role of these resources in career education, career guidance, and placement programs.

Suggested Texts and Additional Resources

Baer, Max F. and Roeber, Edward C. *Occupational Information: The Dynamics of Its Nature and Use*. Chicago: Science Research Associates, Inc., 1964.

Harris, Joann. "The Computer: Guidance Tool of the Future." *Journal of Counseling Psychology*. vol.21, no. 4 (1974): 331-339.

Hoppock, Robert. *Occupational Information--Where to Get It and How to Use It in Counseling and in Teaching*. 3rd edition. New York: McGraw-Hill Book Company, 1967.

Isaacson, Lee E. *Career Information in Counseling and Teaching*. 2nd edition. Boston: Allyn and Bacon, Inc., 1971.

Norris, Willa; Zeran, Franklin R.; Hatch, Raymond N.; and Engelkes, James R. *The Information Service in Guidance: For Career Development and Planning*. 3rd edition. Chicago: Rand McNally College Publishing Company, 1972.

Novak, Jan L. and Hammerstrom, Wayne A. *Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement*. Madison, Wisconsin: Wisconsin Vocational Studies Center (University of Wisconsin), 1976.

Traxler, Arthur E. and North, Robert D. *Techniques of Guidance*. 3rd edition. New York: Harper and Row, Publishers, 1966.

CAREER PROGRAM RESOURCES

Lesson 1: "Career Resource Centers"

Background:

"Career resource centers" are gaining popularity and use in career education, career guidance, and placement programs across the country. Counselors and teachers entering the field may find themselves faced with establishing or modifying a "career resource center." It is necessary that these individuals understand the versatility and scope of these "centers" and the growing roles "centers" can play in school programs.

Instructional Goals:

The purpose of this lesson is to:

1. Provide the students with a rationale for use of a "career resource center" in a career education, career guidance, and placement program.
2. Introduce students to the variety of media, activities, and resources available for inclusion in a "career resource center."

Student Preparation:

Reading: "Career Resource Centers" handout (Exhibit A)

"Career Resource Centers - Thought Provokers" handout (Exhibit B)

Instructor Preparation:

Review: Review all the handouts included in the "Career Program Resources" section to familiarize yourself with the scope of materials and activities available for inclusion in a "career resource center"

(Optional) Preview: Preview the "Junior High School Career Center" and/or "Senior High School Career Center" filmstrips by Thomas Jacobson--see "Media Supplement"

Handout: Have copies of Exhibit A and Exhibit B available for students

Class Activities:

1. Show the filmstrip/cassette program(s) "Junior High School Career Center" and/or "Senior High School Career Center" to the class.

2. Lead a class discussion about "career resource centers" including the following topics:

    a. rationale for inclusion of a "career resource center" in a career education, career guidance, and placement program

    b. steps necessary to establish and develop a "career resource center"

    c. "centers" presented in the filmstrip(s) and/or other similar facilities (suggestions for improvement, advantages, disadvantages, etc.)

3. Have students visit a local "career resource center" or invite staff members of a "center" to meet with the class.

4. Based on the class presentations and discussions, have students add their own ideas, suggestions, resources, and activities to the "Thought Provokers" handout (Exhibit B).

Student Handout

EXHIBIT A

Career Resource Centers

A growing practice in the field of career education is the use of "career resource centers." Basically, a "career resource center" is a designated unit or center to help persons with career information, career decisions, and career planning. The means by which this is accomplished vary. Some centers will provide informational services dealing with occupational, educational, and placement information while others will also offer the many additional career-oriented activities provided by the school.

A "career resource center" may be located in the counseling office, placement office, or special section of the library. It can even be located in a mini-bus or van which allows schools to share materials by traveling between them. The staff can include part-time volunteers, professionally trained staff, career counselors, a placement coordinator, and/or an information specialist. The "center" can be large or small and can include film and movie projectors, tape cassettes, and computer terminals. Chairs and work areas can be provided for users of the materials with posters and displays decorating the areas.

A "career resource center" should be designed to meet the needs of the school. The users and their interests, demands, needs, and abilities should all be taken into consideration as a school adapts the basic "career resource center" concept to "fit" the school's total environment.

With the basic understanding that a "career resource center" is developed to help students make decisions about their futures (whether it be getting a job, going to a university, or attending a vocational college), you can begin to build a fundamental structure to offer them the necessary information, activities, resources, and experiences. From this point you can look at needs, users, school resources, available materials, etc., to begin structuring your own "career resource center."

The accompanying worksheets are aids for beginning this development process. Listed are ideas and possibilities which can find a place in this type of "resource center." The items are intended to be "thought provokers" to give you ideas. Space has been left for adding your own suggestions, comments, and resources.

Student Handout

EXHIBIT B

RESOURCE CENTERS

"Thought Provokers"

WHAT

Educational information
Occupational information
Career information
Personal-social information
Testing services
Worksheets
Printed materials: books, periodicals, newspapers, pamphlets, etc., which describe, present, identify, critique, compare, and review information and resources
Multi-media: films, filmstrips, records, tapes, cassettes, slide presentations, micro-film, etc.
Computerized information systems
Presentations
Demonstrations
Displays
Workshops and Conferences
Observations
Visitations: employers, companies, hospitals, job service office, banks, etc.
Simulation exercises
Speakers: local, state, regional, known, unknown, employment counselors, workers
People: counselors, employers, former students

WHO

Students
Teachers/instructional staff
Guidance personnel: counselors, school placement coordinators, school social workers, etc.
Staff members
Librarians
Community members
Persons seeking educational opportunities
Persons seeking occupational opportunities
Persons seeking occupational training opportunities
Persons changing employment
Persons re-entering the job market

WHEN

All grade levels
All school terms
Increased activity junior and senior years
Infusion into classes: English, Science, Math, Foreign Language, Home Ec., etc
College Night/Weekend
Employer Night/Weekend
Career Night/Weekend
Parent Night
Assemblies
Individual request
Special assigned meetings/sessions (group)
Experience a "Career Day"

WHERE

Library
Guidance/Counseling Office
Classroom
Special location
Mobile unit: mini-bus or van traveling between schools--share materials
Portable displays for classroom use and presentations (e.g., "How to Use Our
Career Resource Center")

HOW

Utilize current materials collected
Add to current materials
Organize materials: filing system
Involve people: students, librarians, teachers, staff, parents, counselors, employers, workers
Utilize community and local resources
Publicize: school newspaper, local paper, assemblies, classroom presentations, pamphlets, invitations, posters, special parent/student information nights
Surveys
Follow-through studies
Evaluation of materials: staff, students, teachers, former students

WHY

Makes educational, occupational, and career information available to users
Organizes materials for maximum usage
Locates materials for easy access
Assists users in educational, occupational, and career decisions

CAREER PROGRAM RESOURCES

Lesson 2: "Identifying Career Program Resources"

Background:

Working with students in career guidance and placement requires an awareness of and appreciation for the multitude of published materials dealing with occupational and educational information. Many resources are available through government agencies, special interest groups, and community organizations while others are developed by publishing companies, research centers, and educational groups.

Counselors and teachers cannot be familiar with all the materials, however they should know where to obtain such information, how to begin a search for the materials, and what basic types of resources are available.

Instructional Goals:

The purpose of this lesson is to:

1. Aid the students in the use of career program resource bibliographies and catalogs for obtaining information about available materials (titles, publishers, sources, costs, audiences, publication dates, etc.).

2. Orient students to services and materials available from government agencies, local Job Service Offices, community groups, etc.

Student Preparation:

Reading: "Identification of Resource Materials" handout (Exhibit C)

Instructor Preparation:

Review: "Identification of Resource Materials" handout (Exhibit C)

Handout: Have copies of Exhibit C available for students (to be handed out during previous class meeting)

Class Activities:

1. Have each student obtain two of the bibliographies or catalogs listed in "Identification of Resource Materials" (Exhibit C). (You may wish to include additional catalogs and bibliographies you are familiar with and/or are readily available.) Each student should write

a brief abstract and critique of the sources she/he reviewed to be shared with the entire class. Students can then keep a file of the abstracts and critiques for future reference.

2. Each student should contact three of the agencies, departments, or offices (e.g., Job Service Office, Department of Public Instruction, employment union) listed under "Additional Sources of Information" (Exhibit C) for information concerning the career education materials available through that office. Information describing that particular agency's or group's role in career guidance and/or job placement should also be solicited. Information collected can be recorded and shared with the entire class for future reference.

3. (Optional) While the materials are not specifically mentioned in this section, you may want to incorporate class activities related to the Dictionary of Occupational Titles and the Occupational Outlook Handbook. Summaries and related worksheets are included in the Career Information Unit of the Career Guidance section.

Student Handout

EXHIBIT C

Identification of Resource Materials

The volume of occupational and educational materials appropriate for inclusion within a school-based "information service" or "career resource center" is, to say the least, extensive. This supplement is designed to serve as a guide or starting point for beginning and adding to a collection of resource materials. Many of the sources cited are bibliographies of materials, several of which deal with unique populations. Also listed are examples of mailing lists through which you can receive various materials.

The search for materials is an ongoing process, and in reviewing bibliographies, resource guides, and other materials, you will continually find new sources and contacts. The following sources and bibliographies and intended to introduce one to the variety and multitude of materials available from institutions, private corporations, government agencies, and information bureaus. Some of the materials are free or available on a loan basis while others must be purchased. The listings are not intended to serve as a complete guide, but rather as a base structure upon which to build and expand your search for and collection of materials.

Student Handout

EXHIBIT C

Identification of Resource Materials

Examples of Resources, Bibliographies, and Catalogs for Occupational, Placement, Educational, and Personal-Social Information

Occupational Literature: An Annotated Bibliography, 1971 edition. Gertrude Forrester. H.W. Wilson Company, New York, New York, (1971).

More than 6,000 references are listed. This bibliography is considered useful for the following purposes: selecting materials for occupational collects, reader's guide to occupational literature, description of available materials, listing of materials on various subjects, and information suitable for research purposes. In addition to occupational information, references are also made for school and college information; charts, posters and graphic aids; texts; vocational planning aids; job seeking and advancement techniques; publication series, scholarships; and work-study abroad. Publications are starred (recommended for small libraries) and double-starred (most highly recommended).

Bibliographies of Career-Related Materials. Career Education Project, Education Development Center, Inc., 55 Chapel, Newton Massachusetts 02160, (1975).

A listing of annotated bibliographies which describe career-related materials. Although the focus of the project was on adult clientele, many of the listings are also appropriate for high school seniors and school guidance staff. Materials are organized by subject (COUNSELING, CAREER EDUCATION, FINANCIAL AIDS, JOB SEARCH, OCCUPATIONAL INFORMATION, EDUCATIONAL AND TRAINING DIRECTORIES, and WOMEN).

Educators Guide to Free Guidance Materials. Educators Progress Service, Randolph, Wisconsin 53956.

Listings of materials and resources available. Published annually in July.

What Shall I Order for Our Career Planning and Placement Library? College Placement Council, P.O. Box 2263, Bethlehem, Pennsylvania 18001, (1976).

Bibliography of general vocational information set up by cost and, based on the funding available, suggestions for the materials to be included in the school's career library.

Career Index. Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Lists about 700 sources offering free or inexpensive occupational and educational literature. Cross-references for access to occupational or educational and professional information. Updated annually.

Vocational Guidance Quarterly. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

A professional journal concerned with the role of work in people's lives. Included are current career films and current career literature listings on recently published materials. Information includes names, sources, cost, and classifies and rates materials according to NVGA standards.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, Washington, D.C. 20036.

A quarterly annotated bibliography reviews publications and resources on educational and vocational guidance. Topics covered include: "Counseling," "Counselor's Bookshelf," "Occupational Information," "Educational, Vocational and Personal Guidance," "Student Aids," "Aids for the Teacher," "Guidance Material--Free or Inexpensive," "Periodicals in Guidance and Related Areas."

"Counselor's Check-Up List," S. Norman Feingold, Anne Garrett, Fae E. Hoffman and Neil S. Dumas. Counselor's Information Service, special supplement Vol. 28, No. 4, December 1973. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, Washington, D.C. 20036.

A revised check-up list designed to assist counselors in keeping up-to-date with selected guidance materials. Categories include: publishers who specialize or frequently release guidance related books; governmental agencies which distribute guidance materials; organizations which supply free or inexpensive guidance literature; and sources of educational information. Also included are free magazines, placement aids, reference materials, sources of college admissions assistance, sources of student aid information, catalogs of test publishers, film catalogs, directories, and guides to prep schools. Also listed are books specifically recommended by B'nai B'rith Career and Counseling Services as being particularly outstanding in the fields of educational and vocational guidance.

B'nai B'rith Career and Counseling Services Catalog. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

Catalog containing complete listing of all publications (including costs) of career and counseling materials available through B'nai B'rith Career and Counseling Services. Materials include various career briefs, occupational briefs, aids for counselors and parents, education directories, and education research.

Federal Agencies for Career Education Services. Office of Career Education, U.S. Office of Education. Washington, D.C. (January, 1976).

A guide prepared to help in understanding the resources of the

Federal government. The guide has two major parts: (1) a set of descriptions of 38 separate Federal programs that offer various types of resources for career education; and (2) a series of indices to help the practitioner "get at" these programs and what they offer.

Monthly Catalog of United States Government Publications. U.S. Government Printing Office, Washington, D.C.

Sale publications, reports and topic areas from government agencies are described. Most of these materials can be obtained through the Superintendent of Documents or the issuing agencies.

Bibliography for Counselors and Admissions Officers. National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, Illinois 60076, (1976).

An extensive bibliography listing publications and materials under the following categories: Counseling and Guidance, School Directories, Financial Aids, Foreign Students and Study, General Readings, Minorities and Veterans, National and S/R ACAC Publications, Testing, and Publishers and Addresses. Many selections deal with career and education decision making, financial aid opportunities for students and minorities, and special concerns of the counselor.

Career Education Resource Guide: Volume I, K-6 and Volume II, 7-12. Career Education Resources, Michigan State University, East Lansing, Michigan 48824, (1975).

Two documents organizing all types of commercial career education materials under the headings of career development: self awareness, career awareness, decision making, planning and placement. Each entry has been evaluated by practicing teachers and counselors and contains a description of the material, purchasing price, and name of publisher; it also suggests the grade level and subject matter for which the material was developed.

Women: A Bibliography on Their Education and Careers. Behavioral Publications, New York, New York, (1974).

Presents an overview of the research in the area of women's education and career development. Primary emphasis is on research conducted during the last decade. Seven categories are covered including determinants of career choice, marital and familial status of working women, women in the world of work, developmental studies, history and economics of women at work, commentaries and policy papers, and continuing education of women.

Sources of Occupational Information for Counselors, Teachers, School Librarians and Students. State of Montana, Office of the Superintendent of Public Instruction, Helena, Montana 59601, (revised June, 1969).

Publication prepared to assist Montana counselors, teachers, school librarians and students in locating up-to-date occupational and related educational information. Resources cited relate to the following topics: Selected Job Fields; Publications for Career Planning (Vocational, College and Career Development); Sources of Occupational Information; Educational Training Directories; Publications on Employment Opportunities; and Publications on Scholarships, Fellowships, Loans and Grants.

NVGA Bibliography: Current Career Information. A. Frietag, Editor. National Vocational Guidance Association, Washington, D.C., (1973).

Provides a compilation of career information publications and films that have been reviewed and rated according to standards established by the NVGA.

Career Education Implementation Materials. Philip Perrone. Department of Counseling and Guidance, University of Wisconsin, Madison, Wisconsin 53706, (n.d.).

A resource guide listing 571 items resulting from an ERIC search and review of documents. Each entry is identifiable by title and some include a brief description. The media and grade level are also designated. A similar listing has also been developed for Career Education Need Assessment and Evaluation Materials including 73 items.

National Career Information Center. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The National Career Information Center is a service of APGA designed to keep practicing counselors informed about the resources, tools, and techniques of the field of career guidance. The Center offers Inform, a monthly newsletter identifying career information sources and dissemination techniques for the active counselor. Special emphasis is placed on materials that normally do not come to the counselor's attention and those presenting information on new and emerging careers. Also available are Career Resource Bibliographies which are special supplements with selected educational and occupational sources for career cluster areas. A new bibliography is issued each month.

The Multi-Media Catalog 1976. American Personnel and Guidance Association, 1607 New Hampshire, N.W., Washington, D.C. 20009.

A catalog listing numerous resources of books, periodicals, films, and cassettes dealing with all phases of counseling. Special sections deal with career counseling and college selection with several items dealing with women, handicapped, and other unique populations.

Vocational Education Resource Materials. A Bibliography of Materials for Handicapped and Special Education (2nd edition) and Supplement. Roger H. Lambert, Lloyd W. Tindall, John Gugerty, and Geraldine Strey. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin 53706, (1976).

> A bibliography of hundreds of materials identified and gathered from throughout the United States and other countries. The items are coded by type of handicap, skill area, and type of material. Materials listed pertain to a variety of topics including vocational and avocational skills development (career education and job placement), communication skills, and interpersonal and behavior coping skills.

(NOTE: Some of the preceding resources may cite materials which are no longer available due to revisions in materials or the fact that they are no longer in print. The resources, however, still are valuable guides in suggesting many excellent materials which are currently available.)

Additional Sources of Information

In addition to these resource guides, the catalogs of publishers often list books related to career education, guidance and counseling, etc. Many of these publishers are included in the various listings throughout the resource sections. Additional publishers are listed in some of the resources presented.

Various agencies maintain mailing lists for distribution of publications lists, new materials listings, etc. "Counselor's Check-Up List" (B'nai B'rith Career and Counseling Services) lists twenty-six mailing lists of government agencies, e.g., Bureau of Apprenticeship and Training (U.S. Department of Labor, Washington, D.C. 20210); Manpower Administration (U.S. Department of Labor, Washington, D.C. 20210); Office of Education (U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201); President's Committee on Employment of the Handicapped (U.S. Department of Labor, Washington, D.C. 20201); Superintendent of Documents (U.S. Government Printing Office, Washington, D.C. 20402); Women's Bureau (U.S. Department of Labor, Washington, D.C. 20210); and National Science Foundation (1800 G. St., N.W. Washington, D.C. 20550).

Assorted government publications are available from departments and agencies. Brochures and pamphlets dealing with career and occupational information are available from government agencies and departments including the Departments of Agriculture; Commerce; Defense; Health, Education, and Welfare; Treasury; Labor; State; and Interior. This information oftentimes deals with careers within the field and/or department.

Professional and/or trade organizations often publish materials which can be included in your career information collection. Lists of these organizations and addresses are included in Norris, et al. (1972) in the appendix and in the "Counselor's Check-Up List."

Free newsletters, magazines, etc. are also available from various governmental agencies, educational centers, and foundations. "Counselor's Check-Up List" includes nineteen distributors of these free publications.

Catalogs listing information about films, filmstrips, and various audio visual materials are available from many different sources. Of the many lists of distributors, one has been included by Norris, et al. (1972), and one appears in the "Counselor's Check-Up List."

Materials can also be obtained from the following departments, agencies, and offices:

State Employment Offices
State colleges and universities
Local and national Chamber of Commerce offices
State Departments of Public Instruction
State Apprenticeship Council
Local Boards of Education
State Civil Service Commission
Local industries, unions, and labor organizations
Community service groups (church groups, civic organizations, professional and business groups)
Trade and professional journals
Successfully employed individuals
Vocational and technical education institutions or districts
State Boards of Vocational and Technical Education
Newspapers, news magazines, and periodicals
State Departments of Industry, Labor, and Human Relations
State and local Job Service Offices

Follow-up and follow-through surveys often include career development information: mobility patterns, educational and work status of former students, income levels, and relatedness of employment to training. This data can help students to anticipate employment prospects in various fields before and after training and to become better acquainted with local and regional employment opportunities. Summary survey reports and data are available from many of the departments, agencies, and offices listed.

CAREER PROGRAM RESOURCES

Lesson 3: "Evaluating and Selecting Career Program Resources"

Background:

In addition to identifying the many career program resources available, counselors and teachers must evaluate and select the materials most appropriate for the students she/he is working with. Resources must be examined in light of their audience, cost, format, media, usability, and quality. A pre-established plan along with specified criteria will help counselors and teachers conduct a more efficient search for and selection of resources relevant to their programs and schools.

Instructional Goals:

The purpose of this lesson is to:

1. Provide the students with the necessary skills for reviewing, critiquing, and selecting materials for inclusion in a "career resource center."
2. Provide students with the opportunity to select resources appropriate and relevant for a model "career resource center."

Student Preparation:

Reading: "Evaluation of Resource Materials" handout (Exhibit D)

Handout: "Self-Exploration Materials" handout (Exhibit E)

Activity: Each student should determine and outline the basic characteristics of a model "resource center" (e.g., grade level--elementary, secondary, post-secondary; size of school; urban or rural setting; budget allocations; size of center) considering the what, who, when, where, how, and why aspects presented in "Career Resource Centers - Thought Provokers" (Exhibit B). These model centers will be used in class activities regarding evaluation, selection, and organization of materials and resources.

Instructor Preparation:

Review: "Evaluation of Resource Materials" handout (Exhibit D) and "Self Evaluation Materials" handout (Exhibit E)

Handout: Have copies of Exhibits D and E available for students (to be handed out during previous class meeting)

(Optional) "Self-Evaluation Materials": Obtain review or sample copies of the materials listed in Exhibit E along with additional resources you feel appropriate for review

Class Activities:

1. Using the suggested guidelines listed in "Evaluation of Resource Materials" (Exhibit D) and additional criteria established by the class, have each student review and critique a set of career program materials. (The materials selected and obtained may be identified from Lesson 2. Materials may be obtained from counseling centers, instructional media centers, publishers, libraries, bookstores, and "career resource center" personnel.) Each student should determine whether the materials are appropriate for his/her model "center" established during "Student Preparation - Activity."

2. Have students share the career program materials they have collected with other class members. Based upon these materials, resources identified during Lesson 2, community resources, and possible "homemade" materials, have students identify/select materials, resources, activities, and displays appropriate to the model "career resource center" they have established. Students should answer the "what, who, when, where, how, and why" questions presented in "Career Resource Centers - Thought Provokers" (Exhibit B).

   Students may wish to break into small groups to share and discuss their models with other class members.

3. Have students review and critique the resources listed in the "Self-Exploration Materials" handout (Exhibit E). Discuss the appropriateness of the resources for inclusion in a "career resource center."

Student Handout

EXHIBIT D

Evaluation of Resource Materials

A school-based information service and/or "career resource center" provides various materials for the users. Materials and resources answering questions and giving information about career topics, e.g., occupations, educational and training opportunities, employability skills, counseling techniques, and individual and group activities, need to be identified, evaluated, collected, and filed. This supplement is designed to provide quick, brief helps and guidelines for evaluating and selecting these resource materials.

Establish a Plan

Information is not useful in the same way for everyone--information which has relevance to one person may have no relevance to another person. Likewise, information which applies to the nation or to large urban areas may have no application to a specific rural area. Because of these different needs, one must establish a plan or focus before gathering information resources. This will help limit the selection of information and materials to those more appropriate and useful. The questions which guide the formation of such a plan are:

* Who will be using the information being collected?
* What kinds of information will they need?
* From what sources can this information be acquired?
* What procedures should be established for the use of the information and materials?

Determine Clientele and Type of Information Needed

A decision should be made early in the planning phase of who should benefit from such an organized collection of information and materials. The three most likely groups of people to be served by a school-based information service or a "career resource center" are:

* Students of the school who will use occupational, educational, and personal-social information when making career related decisions.
* Guidance personnel--which may include counselors, school placement coordinators, or school social workers--who use individual student data and knowledge of the environment in providing assistance to student clientele.

* Instructional staff who use career information in preparing courses or in dispensing career information to students.

Other groups of people who might wish to use this collection of career related information are school administrators, parents of students, and former graduates of the school. As students will most likely be the major population working with career materials, the core and basic structure of the information services or "career resource center" should cater to their needs, demands, and use. This would include materials and resources necessary for educators to assist the students in their career awareness and development.

Information Categories

In the career planning activity of students, three categories of information are considered most useful and significant. Norris, et al. (1972), have suggested that these categories reflect the major life activities affecting youth: occupational, educational, and personal-social. They define these categories as follows:

* Occupational information is valid and usable data about positions, jobs, and occupations, including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply of and demand for workers, and sources for further information.

* Educational information is valid and usable data about all types of present and probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance, and conditions and problems of student life.

* Social information is valid and usable data about the opportunities and influences of the human and physical environment which bear on personal and interpersonal relations. It is that information about human beings which will help a student to understand himself better and to improve his relations with others. Included, but not constituting the whole, are such broad areas of information as "understanding self" and "getting along with others," as well as such specific areas as boy-girl relations, manners and etiquette, leisure-time activities, personal appearance, social skills, home and family relationships, financial planning, and healthful living (pp. 28-30).

Career Counseling and Placement Program Goals

A close and careful look must be given to the goals and objectives of the career counseling and placement program(s) operating in the school. From these identified goals and objectives, information needs can be determined. This focusing process is simple: identify what goal is to be accomplished, then determine what is needed to achieve the desired goal. Locating sources of information is aided by a similar process. By first determining exactly what is needed, a more selective search for information sources can be used. In other words, the search for information can be based upon a problem solving technique.

There are several advantages to using this technique for acquiring information: only useful, relevant information will be sought, and the technique emphasizes a process of obtaining information as well as the content of information. A mere collection of information is not inherently useful. Sources of information which have not been identified are also not useful. Therefore, how information is acquired is as important as what information is acquired. (NOTE: Gathering information should not be solely a staff activity. Students should become competent in obtaining information relative to their own planning and decision making.)

Criteria for Selection of Materials

Before exploring sources of informational materials, one should be familiar with criteria for reviewing and selecting materials. Several guides have been established to serve as criteria for the selection of career information materials. These guidelines should be considered when materials are reviewed or considered for inclusion in the information service or "career resource center" materials. It must be emphasized that assessment criteria are dependent upon local and personal use needs. A sample of these guides follows.

Isaacson (1974) suggests items which should be considered before the collection process is undertaken:

* The group that will make major use of the materials
* The nature of the community
* The staff that will utilize the materials
* How the materials will be used
* Existing materials already available
* Auxiliary local resources
* Funds available (pp. 404-407).

In addition, Isaacson states that each acquisition should also be measured against the following criteria:

* Accuracy
* Currency
* Usability
* Reader appeal
* Thoroughness (pp. 411-419).

Norris, et al. (1972) lists "General Criteria for Selecting the Materials":

* Materials should be accurate
* Materials should be representative
* Materials should represent the interests of those who will use them
* Materials should be attractive in appearance
* Materials should be adapted to the abilities of the student body
* Materials should represent the needs and desires of the staff
* The cost of materials should be an important consideration
* Occupational materials should cover entry fields thoroughly
* Materials should be up-to-date (pp. 376-379).

Hoppock (1967) suggests assessing resources through five basic questions: When? Where? Who? Why? How? Resources need to be appraised for the timeliness of the information provided, the source and geographical limitations of the evidence, the credibility of the source and authorship, the purpose(s) intended, and how the information was collected and is presented (pp. 44-50).

These guidelines are basic and can be applied to most of the materials you will encounter. In addition to these and similar criteria, catalogs, directories, and bibliographies have been published which review, rate, and/or catagorize available career education materials. These catalogs or listings will be most helpful to as you search for the materials most useful to your school.

Examples of Resources for Evaluating Materials

Additional sources for the evaluation of materials include the following:

NVGA, Guidelines for the Preparation and Evaluation of Career Information Media: Films, Filmstrips and Printed Materials. National Vocational and Guidance Association, Washington, D.C., (1971).

Guidelines and criteria are presented for the development of career information media. While intended primarily for persons engaged in the production of media, the guidelines are also useful to those selecting and using career information media.

NVGA Bibliography: Current Career Information. A. Frietag, Editor. National Vocational Guidance Association, Washington, D.C., (1973).

Provides a compilation of career information publications and films that have been reviewed and rated according to standards established by the NVGA.

Occupational Literature: An Annotated Bibliography. Gertrude Forrester. The H.W. Wilson Company, New York, (1971).

Resource guide identifying selected sources of occupational materials for students and counselors. Criteria for selection included content, authenticity, recency, unique information, cost, and readability.

Review and Analysis of Sources of Occupational Information for Career Education (Information Series No. 89, VT 020 342). Kenneth D. Hills. ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, Ohio 43210, (1973).

Publication prepared to help the classroom teacher in identifying and assessing the various types and sources of occupational information available from government agencies, publishers, organizations, schools, and other sources.

Vocational Guidance Quarterly. National Vocational Guidance Association, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

A professional journal concerned with the role of work in people's lives. Included are current career films and current career literature listings on recently published materials. Information includes names, source, cost and classifies and rates material according to NVGA standards.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036.

A quarterly annotated bibliography which reviews publications and resources of educational and vocational guidance information.

"Counselor's Check-Up List," Counselor's Information Service Special Supplement, Vol. 28, No. 4, December 1973. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036.

> A revised check-up list designed to assist counselors in keeping up-to-date with selected guidance materials. The wide range of materials dealing with educational and vocational information were selected based on opinions of a number of counselors working in a wide variety of settings. The list is designed to serve as a consolidation of some of the more important items that counselors may wish to explore.

(NOTE: Some of the preceding resources may cite materials which are no longer available due to revisions in materials or the fact that they are no longer in print. The resources, however, still are valuable guides in suggesting many excellent materials which are still available.)

Student Handout

EXHIBIT E

Self-Evaluation Materials

In working with persons of all ages, it is often necessary for teachers and counselors to assist the student in assessing his/her abilities, interests, and priorities. Many materials are readily available which can aid the student to better see and understand his/her self. In addition to the various tests and interest inventories available, many materials have been developed which can be easily used and understood by students in an unstructured environment.

The following list includes several self-evaluation resources and workbooks which are currently utilized in career education, career guidance, and placement programs. The list is not intended to be inclusive nor are the following materials specifically recommended. They have been selected as a sample of the materials available today and should be reviewed and evaluated before adoption. These resources generally follow a workbook format and are self-administered.

Career Work Book (supplement to Career Planning - Search For a Future). Gerald Cosgrave. Guidance Centre Faculty of Education, University of Toronto, Toronto, Ontario (1973).

Deciding (companion to Deciding: A Leader's Guide). H. B. Gelatt, Barbara Varenhorst and Richard Carey. College Entrance Examination Board, New York, New York (1972).

Decisions and Outcomes (companion to Decisions and Outcomes: A Leader's Guide). H. B. Gelatt, Barbara Varenhorst, Richard Carey and Gordon P. Miller. College Entrance Examination Board, New York, New York (1973).

Student Workbook in Career Development (companion to Teacher's Guide for a Student Workbook in Career Development). E. H. Fillmore. Occupational Awareness, P.O. Box 5098, Los Angeles, California 90005 (1973).

JOB-O (Judgment of Occupational Behavior - Orientation). Career Materials, P.O. Box 4, Belmont, California 94002 (1976).

The Quick Job-Hunting Map. Richard N. Bolles. Ten Speed Press, Box 7123, Berkeley, California 94707 (1975).

The Career Planning Workbook. Esther E. Diamond. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (n.d.)

The Art of Developing a Career (A Helper's Guide). Theodore W. Friel and Robert R. Carkhuff. Human Resource Development Press, Box 222, Amherst, Massachusetts 01002 (1974).

The Self Directed Search. John Holland. Consulting Psychologists Press, Palo Alto, California 94300 (1970).

CAREER PROGRAM RESOURCES

Lesson 4: "Storing and Filing Career Program Resources"

Background:

Resources and materials collected for inclusion in a "career resource center" need to be organized, classified, and filed so they may be easily retrieved for use by students, teachers, and counselors. The accessibility of such resources will greatly determine their use patterns.

Counselors and teachers often find themselves faced with organizing such materials--whether it be for a "resource center," a library, or a classroom. They will find a general orientation to the many types of information filing and storage systems--including both advantages and disadvantages--most helpful as they select and establish such systems for use in their schools.

Instructional Goals:

The purpose of this lesson is to:

1. Provide students with information necessary for organizing career program materials in a "career resource center," library, or classroom.

2. Introduce students to an established information filing system through a search exercise.

Student Preparation:

Reading: "Filing Systems for Occupational and Educational Information" (Exhibit F)

Instructor Preparation:

Review: "Filing Systems for Occupational and Educational Information" (Exhibit F)

Handout: Have copies of Exhibit F available for students (to be handed out during previous class meeting)

(Optional) Handout: Have copies of Exhibit G available for students

Class Activities:

1. Have students (either during class time or as a "Student Preparation Activity") visit a "career resource center" or similar facility. The student should select a career and search out the available

materials dealing with that career. Have students record their steps in finding and obtaining the information. The students should summarize their experiences, determine the type of system/classification used, and critique the filing and storage systems encountered--(see "Criteria for Selection of Filing System" in Exhibit F).

2. Have students repeat Activity 1 while obtaining information about an educational institution (junior college, trade school, vocational institute, four-year institution, etc). Again, students should record their steps, determine the type of filing systems used, and critique the systems encountered.

3. Have each student outline a filing and storage system(s) she/he feels most appropriate for the materials they selected and the model "career resource center" they established in Lesson 3.

EXHIBIT F

Filing Systems for Occupational and Educational Information

WHAT

A filing system is a means of organizing, classifying, and storing information. Here we are talking about occupational, educational, placement, and other information basic to a career informational services center or resource center. The materials which need to be organized and stored include books, pamphlets, brochures, catalogs/directories, clippings, films, and posters. Samples of these resources are listed in the previous section dealing with information resource materials. This section is designed to help you in reviewing, selecting, and establishing a filing system appropriate to your own school.

WHY

These informational materials need to be organized, classified, and filed so they may be easily retrieved for use by students, teachers, and counselors. The guidelines suggested for evaluation of materials stressed the usability of the materials. The availability of resources will greatly determine whether or not they are used.

WHEN

As with any task, it is much easier and quicker to develop and implement a filing system when fewer materials are involved. The sooner you work with the materials you already have collected, the easier it will be to classify and file new items received. The task won't appear so overwhelming once it is underway. Establishing a filing system now also offers one the opportunity to sort through and "weed out" out-of-date or inappropriate materials. You will be better able to see what is lacking in the collection and what is needed; therefore, a more selective search for information sources can be conducted.

WHO

One of the basic steps which needs to be taken before a filing system is established is that of determining who will be responsible for facilitating this "career information library." The responsibilities often fall to the counselor or teacher. As this "career information coordinator," one is responsible for collecting materials, implementing a classification and filing system, and coordinating the activities/programs of the "career resource center."

HOW
AND
WHERE

Before beginning these tasks, you should be aware of already existing materials and organizational systems in your school. The librarian may already have established a file or collection of educational and occupational information in the library. You may be able to work with the librarian to further develop or modify the current system; however, it may be decided that a separate file be established in a separate area, e.g., occupational information center or guidance offices, to house these particular informational resources (see "Career Resource Center" materials). If the latter is the case, you should organize all materials currently on hand and select and develop a filing plan which best meets the needs of the users and adapts to the uniqueness of your school.

CRITERIA
FOR
SELECTION
OF
FILING
SYSTEM

Guidelines for the development and selection of a career information library have been suggested by many authors, a sample of which are presented here. They include many principles which should be considered before a specific plan is selected. It will be helpful to keep these in mind while reviewing various filing plans.

General Principles Related to Filing and Storage

1. The plan is simple
2. The plan is expandable
3. The plan is attractive
4. The plan is psychologically appropriate

Baer & Roeber (1964, pp. 366-368)

Characteristics of a Good Filing Plan

1. It should provide a safe place for housing written and printed documents, clippings from newspapers and magazines, posters, pictures, films, tape recordings, pamphlets, books, and anything else that may contain useful occupational information.
2. It should provide one and only one designated location for each item to be filed, so that there may be no confusion about where to file an item or where to find it.
3. It should be easy to use, so that all who use it can find what they want with a minimum of time and effort.
4. It should bring together as many as possible of the materials on any one occupation or industry or employer.
5. It should bring together related occupations or industries or employers.
6. It should provide some means of quickly finding material in omnibus books and other publications which describe several different occupations.

7. It should be expandable, so that it can grow as the collection grows.
8. It should provide for filing and finding related materials, such as the results of follow-up studies and community occupational surveys.

Hoppock (1976, p. 76)

FILING UNBOUND OCCUPATIONAL INFORMATION

Alphabetic Filing Systems

Materials can be filed alphabetically by the title of the occupation, e.g., engineering, writing, law or art, or by the title of the worker in the occupation such as engineer, writer, lawyer, or artist. Labeled folders, boxes, or drawers can be designated for occupations or worker titles and stored in a variety of manners, including on shelves, in file cabinets, or in cardboard shipping cartons. A homemade plan can be developed to include the materials collected using manila file folders, filing boxes, etc. Already established plans (including folders, labels, cabinets, and sometimes materials) can be purchased commercially.

Advantages of alphabetic plans:

1. Usable by persons with low or limited educational backgrounds.
2. Easily operated and maintained by both librarians and laypersons.
3. Requires a minimum amount of instruction, if any, to use.
4. Materials for each occupation are filed together.
5. System can be adjusted to meet local conditions as the folders can be created based on the materials to be located in the files.
6. New folders can be easily added as new materials are collected.

Disadvantages of alphabetic plans:

1. Materials on related occupations are not grouped together, e.g., doctor, veterinarian, and dentist.
2. Occupations may have alternate titles, e.g., lawyer, counselor-at-law, and attorney. It must be decided under which title the materials will be filed.
3. Distinction must be made of different types or sub-categories of doctors, teachers, engineers, etc. It must be decided whether to file the materials together or separately under each sub-category.

4. A cross-reference system or index must be established to accomodate occupations with alternate titles and/or subcategories. This might entail using cross-reference cards, a separate index, or empty folders referring users to the folder containing the appropriate materials.

Coded Filing Systems (D.O.T.)

The Dictionary of Occupational Titles (see "Reading the D.O.T. Code" in the Career Information Unit) is often the base for classification and filing systems with materials filed according to the D.O.T. coding. The headings correspond to the groups and sub-groups established in the D.O.T. so that materials can be filed according to the "occupational group arrangement" or the "worker trait arrangement."

Main headings utilized in the "occupational group arrangement" are grouped by work field, material, product, subject matter, service and/or industry. The headings are as follows:

Professional, Technical, and Managerial Occupations
Clerical and Sales Occupations
Service Occupations
Farming, Fishery, Forestry, and Related Occupations
Processing Occupations
Machine Trades Occupations
Bench Work Occupations
Structural Work Occupations
Miscellaneous Occupations

Each of these groups is then further subdivided to the degree desired. If these subdivisions are used--"worker trait arrangement"-- the headings are grouped according to the kinds of activities performed and skills and abilities required. The twenty-two areas of work for the worker traits are as follows:

Art
Business Relations
Clerical Work
Counseling, Guidance, Social Work
Crafts
Education and Training
Elemental Work
Engineering
Entertainment
Farming, Fishing and Forestry
Investigating, Inspecting, Testing
Law and Law Enforcement
Machine Work
Managerial and Supervisory Work
Mathematics and Science
Medicine and Health
Merchandising
Music
Personal Service
Photography and Communications
Transportation
Writing

Each of these areas of work is subdivided into distinct worker trait groups of which there is a total of 114 groups.

In a filing system based upon the D.O.T., the appropriate D.O.T. code number is written on each publication. (Many publishers currently code their occupational information materials with D.O.T. numbers.) These materials are then filed in folders bearing the same code numbers with occupational titles being included next to the numbers. The files are then placed in numerical order according to the code numbers. Due to the organization of the numbering scheme, consecutive folders will contain materials on related occupations.

Folders need not be established where no materials have been collected. Also, where very few materials are available, materials on related occupations can be filed in a single folder by shortening the code number appearing on the folder, i.e. using the three-digit code number.

Coded plans can be developed on a homemade basis or can be purchased commercially. (Examples of commercial plans are presented later in this supplement.)

Advantages of D.O.T. based filing plans:

1. Cross-referencing and classification decisions are already made and recorded.
2. System is directly tied to the classification system which is probably most known and accepted.
3. Publishers of occupational materials often code materials with D.O.T. numbers.
4. Plan is flexible in that folders can be developed to correspond to collected materials and folders can be easily added to or subtracted from scheme.
5. Materials can be located through D.O.T. according to occupations, interests, related subject matter, etc.
6. Allows for more cooperation with state employment services as they probably use the coded system.
7. Finer classification of materials is allowed which is beneficial for larger collections.
8. Materials can be quickly located and refiled once the appropriate code numbers are obtained.

Disadvantages of D.O.T. based filing plans:

1. Users must have knowledge or training of system before using plan.

2. Users must refer to D.O.T. for code numbers before retrieving materials.
3. Revisions in the D.O.T. may require refiling to update the system.

Industrial Classification Filing Systems

(Standard Industrial Classification Manual)

Students and users of the informational services may sometimes want information on the various kinds of occupations within a particular industry. This information can be quite useful if they want to compare similar occupations in different industries or if there is a major local or regional industrial operation in which they are interested. Often a particular industry will publish brochures describing the occupations and employment opportunities within that industry. As it would be difficult to file these pamphlets by occupation without duplication or many cross-references, some means of filing by industry should be included in a filing system.

One base for filing by industrial classifications resembles the D.O.T. coding system and is found in the *Standard Industrial Classification Manual*. *The Standard Industrial Classification Manual* (S.I.C.M.) was originally developed by the federal government for use in collecting and tabulating statistical data on industry in a uniform and comparable manner. The system uses code numbers and designates groups and subgroups. The S.I.C.M. is composed of major classifications of industries (one-digit code) which are subdivided into major groups (two-digit code). These groups are further subdivided into subgroups (three-digit code) which are in turn subdivided into specific industries (four-digit code).

A filing system based on the S.I.C.M. could be established initially using the one-digit grouping composed of divisions. Folders labeled with two-digit numbers could be added as the materials increased. Materials could be filed alphabetically within the folders.

Advantages of industrial classification plan:

1. Allows filing of materials published on an industrial basis rather than published by individual occupations.
2. Users can see relationships between various occupations within an industry.

3. User interested in working in one industry (automobile, steel, etc.) due to geographic location, interest, or family ties can see the differing job opportunities available.
4. Filing system can be expanded as materials increase.

Disadvantages of industrial classification plan:

1. Use of filing system requires knowledge or training before use.
2. User must refer to Standard Industrial Classification Manual for code numbers.

Areas of Interest Classification Filing Systems

A filing system can be tied to areas of interest with the interest areas being used as the major group headings under which materials are classified and filed alphabetically. This type of filing plan could be based on interests expressed by the clients; however, it can also be tied to measured interest inventories such as the Kuder Preference Record.

With this type of filing system, the major interest headings and appropriate sub-headings of occupations can be designated by the use of colored folder tabs and/or the position of the folder tabs. An alphabetical listing of jobs would be helpful to assist locating materials by job as well as a cross-reference index for occupations with overlapping interests.

(NOTE: A system using areas of interest might be most helpful with the initial introduction of career materials in the elementary grades.)

Advantages of areas of interest classification plans:

1. System would be meaningful to students, especially when related to the administration of an appropriate interest inventory.
2. User may be introduced to fields otherwise unnoticed.

Disadvantages of areas of interest classification plans:

1. Many occupations do not fit into one specific area of interest or interest pattern and some occupations require broad generalized interests. This overlap of interests would require an extensive cross-referencing index which also includes multi-titles for occupations.
2. If the institution changes the interest inventory used, the filing system would need to be revised to correspond to the new inventory if it uses different categories.

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3. The filing system may place too much emphasis upon the interest base as being the major factor in selecting a vocation. The many other important factors are not emphasized.
4. Fields without obvious ties may be left out or forced into a misleading idea.

Academic Subject Classification Filing Systems

A filing plan can be based on academic or school subjects with groups of occupations arranged according to the subject-matter area to which they are most closely related. The school subjects and appropriate occupations would be filed in alphabetical order. Subjects and sub-groupings of occupations could be designated by colored file labels and/or tab placement. A cross-reference index should be available indicating occupations. This would also help to alleviate the problem of occupations which overlap subject areas. This may be best oriented for a limited file kept by teachers in their classroom rather than for the entire occupational information file.

Advantages of academic subject plans:

1. Students can easily identify with the academic areas.
2. User will be introduced to various occupations which relate to the academic areas.

Disadvantages of academic subject plans:

1. Many occupations do not relate to one specific academic area. This requires an extensive cross-referencing index which includes multi-titles for occupations.
2. The filing system may place too much emphasis upon the academic area base. Other factors important in selection of a vocation are not emphasized.
3. Fields without obvious ties may be left out or forced into a misleading area.

Other Filing Systems

(Employer, Geographic Location, and Local Opportunities Classifications)

Methods other than those already presented have also been proposed for the filing of occupational information. Included in these are filing by employer, geographic location, and local occupational opportunities. While these might be helpful to a student interested in specific employers or locations, the systems do limit the information located by the user, i.e. materials about a particular field or occupation would be interspersed throughout the entire file often causing them to be overlooked. An extensive cross-reference system would have to be devised so a user could locate information by occupation.

Generally, with whatever filing system is established (alphabetic, coded, etc), information on local occupations should not be separated out from the rest of the occupational information materials. They could, however, be indicated by a special "local listing file" within the established filing plan index or duplicate materials could be kept in a special "local file." Information about local opportunities could also be attached to the basic (national) literature. This would enable the presentation of the national and local picture at the same time and would encourage utilization of both levels of information.

Sample Commercial Filing Systems

While the filing systems presented on the previous pages can be developed by you using regular file folders, file cabinets, storage boxes, or a variety of homemade cabinets, many versions of these types of plans are available commercially. A sample of the commercial offerings is included here to acquaint you with some of them; however, this list is not intended to be a complete listing. Additional systems are included in the catalogs and bibliographies of materials mentioned as well as within the texts suggested for the "Career Program Resources" materials.

Bennett Occupations Filing Plan and Bibliography

The Bennett Occupations Filing Plan and Bibliography (Wilma Bennett) is an alphabetic fields-of-work index for filing unbound occupational information. The headings are adapted from the Dictionary of Occupational Titles, but they are somewhat broader than those in the D.O.T. A book containing the occupations filing plan may be purchased, however an occupations filing plan set (book plus set of 1088 labels) is available. The labels contained in the set are printed in red for the fields-of-work; in blue for the cross references to guide the user from the term she/he might be thinking of to the field-of-work where the information is located; and in black for the supplementary related headings. Supplementary materials include a bibliography of occupational information materials and a list of occupations grouped by school subjects.

The Bennett Occupations Filing Plan and Bibliography is available through The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

Chronicle Filing Plan and Cross-Reference for Occupational Information

The Chronicle Filing Plan and Cross-Reference for Occupational Information is based on the arrangement of titles and codes in the Dictionary of Occupational Titles. The filing plan includes nine work categories, each with a one-digit D.O.T. code number. These nine categories are divided into 80 work divisions, each with a two-digit D.O.T. code number. Further subdivisions into 198 occupational groups are coded with a three-digit D.O.T. number. The position of the tabs on the file folders distinguishes between these clusters. Included with the plan is a cross-reference system.

The filing plan, coded manila folders, hanging folders, occupational briefs, and/or filing cabinets are available from Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Career Information Kit

The Career Information Kit is a library of occupational materials. Approximately 500 pieces of current literature meeting NVGA guidelines are alphabetically filed by job families with reference to specific job titles. The index is cross-referenced to the Dewey Decimal System, directing the user to further reading. Publications for the counselor and student are included in the areas of educational, career, personality, and employment guidance and counseling.

The various components of the Career Information Kit, including a special filing cabinet, are available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

FILING BOUND OCCUPATIONAL INFORMATION AND MEDIA

Bound occupational materials (books, films, recordings, etc.) can be classified, coded, and shelved in the same way as the unbound materials previously discussed. The major difference is that the code numbers or call letters would be placed on the spine of the books and on the containers of other bound materials. The same filing system should be used for both the bound and unbound materials to allow for easier use of the resources. These books and media can then be placed on shelves next to the unbound materials file for easier identification and retrieval.

If the bound materials and unbound materials are not housed together, i.e. the bound materials remain in the school library and the other materials are located in an occupational information center, some modifications to the filing systems may have to be made. Bound materials in the library may either be located throughout the entire library following the established library classification system or grouped together in a special "occupational or vocational information" section.

If the bound items are distributed throughout the library, a card index to help users identify and locate the special materials will be necessary. The unbound materials file (housed elsewhere) should also include cross-reference information (possibly by including a cross-reference card in each folder) to aid in the locating of the bound materials.

Generally, to aid in the identification of the items, it would be more ideal to group the bound library materials together. Related vocational and occupational books can be grouped together and indicated as such. For example, if the Dewey Decimal System is the established classification used in the library, related vocational and occupational books could be grouped together on a vocational shelf with "V" preceding the decimal classification number just as all biographies are labeled with a "B" preceding their classification number.

FILING EDUCATIONAL MATERIALS

An important part of any occupational information resource center is the inclusion of educational materials, e.g., training directories, school catalogs and bulletins, and special educational materials (see "Identification of Resource Materials" supplement). The materials should be located so they are easily accessible by all students. Ideally, these resources should be located near the occupational resources so users may see them and refer to them as needed.

Training directories for each general educational level can be easily shelved together, organized according to the training/educational levels they represent (vocational-technical-trade schools, junior colleges, colleges and universities, professional schools, etc.). They might also be placed with the respective bulletins and catalogs with which they correspond. In the latter case, the four-year college and university directories would be located with the four-year college and university bulletins and catalogs. This second arrangement may cause some problems, however, as many directories list more than one type of school.

The organization and grouping of the educational materials will greatly depend upon the resources available and the use patterns and demands. For example, if very few professional school directories or bulletins and catalogs are included, it may be appropriate to combine the professional school and four-year college and university materials together.

The following arrangement (Norris, et al., 1972) was developed for both bound and unbound educational information resources and is presented here as an example of how the materials might be arranged.

I. Training facilities
  A. Individual catalogs
    Elementary
    Secondary
    Vocational-technical-trade (individual areas arranged alphabetically)
    Junior-community colleges
    Colleges and universities
    Professional schools
    Other types
      Apprenticeship
      On the job
      Cooperative
      Correspondence
      Military
  B. Directories
    Vocational schools
    Junior or community colleges
    Colleges and universities
    Professional schools

II. Special education aids
    Financial aids-scholarships, fellowships, loans
    Orientation and adjustment to training
    Selection of training facility
    Study aids
    Values of education

The authors explained that the system should be adapted to meet the needs of the individual school. The outline, however, does offer a possible base structure from which to work.

Materials can be stored in a variety of ways with the selection of the arrangement dependent upon the location of the materials, storage supplies and units available, etc. Usually, materials are either housed in filing cabinets or on shelves. If the materials are arranged in filing cabinets, a separate folder should be designated for each institution to aid in the identification and refiling of resources. A small collection can be arranged alphabetically, but any extensive collection should be grouped by state, with states and corresponding institutions alphabetically filed. An index of materials within each folder can be recorded on the folder itself (catalogs, bulletins, special fact sheets, etc).

If the materials are arranged on shelves, similar principles should be followed. Materials can be placed in vertical pamphlet boxes. As with filed materials, an alphabetical arrangement would generally be the most convenient. Each pamphlet box should be clearly labeled, listing the resources it holds. This is necessary for easy identification and refiling of materials. If an institution has several items, one or more separate pamphlet boxes can be devoted to that institution.

More complete and detailed information may be collected about frequently attended institutions. These materials can be filed with the regular information or in a special file dealing with these particular institutions. It is suggested that instead of separating the frequently used materials from the regular files, a special file be maintained in addition to the regular file containing a duplicate set of the filed materials.

If it is desirable to identify institutions by geographic location, private/public affiliation, occupational training areas, etc., a card file can be developed which cross-references institutions by various categories. This would require some time and effort, but it would be a means for identification of and referral to appropriate institutions. (NOTE: It should be determined before you undertake this task that you are not duplicating a published directory that could serve the same purpose.) Baer and Roeber (1964) have included an example of a cross-reference filing plan for educational institutions and curricula in the appendix.

In addition to the institutional directories, catalogs, and bulletins, you will most likely collect miscellaneous and related materails. Norris illustrated these "Special Educational Aids" in Section II of the educational filing arrangement illustrated in this section. Miscellaneous and related educational materials can be included in a "Related Occupational/Educational Information File" as explained in the following section.

FILING RELATED OCCUPATIONAL/ EDUCATIONAL INFORMATION

Materials involving related and special topics concerning occupations should be included in the filing system. Possible topics for inclusion are:

apprenticeships
child labor laws
community agencies
dropouts
employment agencies
entry occupations
financial aids
handicapped persons
inter-dependence of jobs
job finding
job hunting
job satisfaction
labor laws
labor organizations
licensure of workers
minority groups
minority problems
occupational choice
occupational trends
part-time employment
scholarships and fellowships
social security
technological trends
unemployment compensation
work certificates
work experience

Selected topics can be arranged alphabetically in file folders in a special file dealing with "related occupational information." A cross-reference index could be established for multi-titled and related topics and for items which may have to be shelved. Files can easily be expanded as the collection and variety of materials grows.

Baer and Roeber (1964) present a "Filing Plan for Supplementary Occupational and Educational Information" which includes cross-references. While the cross-reference listing is quite extensive, it does offer terminology and referencing suggestions.

Dependent upon the quantity of materials to be filed and the school's unique situation, it may be more advantageous to have two separate files--one dealing with related occupational resources and the other with related educational resources. The size of the collections, use patterns, accessibility, and demand for the materials should be considered before establishing either combined or separate files (see "Filing Educational Materials").

INNOVATIONS IN INFORMATION STORAGE AND RETRIEVAL

Persons working with information are confronted with services rapidly changing occupational opportunities, educational requirements, and educational opportunities. As occupations alter or change, qualifications change, thus requiring new or modified educational offerings. This scene of constant change has demanded new means of storing and retrieving occupational and educational information so that it can be easily updated.

Another major factor demanding new methods of storage is the vast amount of important information which should be available to the users. The volume of materials cannot be efficiently or conveniently printed and stored by conventional methods. Constant change and volume are only two of the basic factors indicating the need for improved storage systems. Efforts are currently taking place to develop and incorporate mechanized and computerized information systems into the world of education and counseling. Joann Harris (1974), in presenting the computer as the guidance tool of the future, reviews the capabilities of the computer which lend themselves to the completion of the guidance task:

1. Capability of easy storage and instant retrievability of immense masses of data.
2. Capability to manipulate data at the command of the user including the imploding (narrowing options on a list), exploding (adding options to a list), and interrelating of data (bringing together characteristics of the user and those of the environment with which his/her choice is concerned).
3. Capability to simulate a conversation. (Due to the production and improvement of remote teleprocessing terminals, such as teletype units and cathode ray tubes, and with the ability to transmit data over telephone lines, a student can have a highly interactive, self-involving "interview" or "conversation" of a structured nature with the computer.)
4. Capability to control audio and visual material and to produce graphics.
5. Capability for monitoring (tracking the progress of a student through a program) and feedback.

Many computer-based systems have been and are currently being developed for use in counseling programs. Information on computer-based systems can be obtained through many sources, including the following:

DISCOVER Foundation, Inc.
P.O. Box 363
Westminster, Maryland 21157

Computerized Vocational Information System (CVIS)
CVIS Distribution Center, Carroll Hall
Western Maryland College
Westminster, Maryland 21157

U.S. Department of Labor
Employment Training Administration
National Occupational Information System (NOIS)
Room 10010--Patrick Henry Bldg.
601 D St. NW
Washington, D.C. 20213

Education and Career Explorations System (ECES III)
Genessee County School District Office
Flint, Michigan 48500

System of Interactive Guidance and Information (SIGI)
Educational Testing Service
Princeton, New Jersey 08540

Along with the implementation of computer technology, mechanized and multi-media programs are being used in counseling situations. Such programs include the use of microfile and microfiche, cassettes, films, and slides. Many of these aids are available and included in the catalogs listing occupational and educational information resources (see "Identification of Resource Materials" supplement). Commercial distributors often offer up-dating services to their systems through subscription services. Information can be obtained through agencies and programs included in the catalogs. YOur State Department of Public Instruction can tell you if the Vocational Information for Education and Work (VIEW) program is available in your state, or information can be obtained from:

National Center for Vocational Information for Education & Work (VIEW)
Guidance Institute
Indiana University
715 E. 7th St.
Bloomington, Indiana 47401

While these innovative systems do offer alternate methods of information storage and retrieval, the local use patterns and needs should be considered along with cost factors and allowances for local input before any computerized or mechanized system is adopted.

The cost per user should be determined corresponding to the overall cost and anticipated size of the user population. Schools or districts may find it more feasible to "share" a system as a supplement to their traditional resource materials. While many schools may not find these systems, especially the advanced systems, currently feasible, the advantages and possible uses of these innovative systems suggest they are becoming the "guidance tools of the future."

Student Handout

EXHIBIT G

SUGGESTED
HOMEMADE
FILING
PLAN

As previously explained in the introduction to this section, the filing system implemented in a school should be the one which best meets the needs of the users and adapts to unique and specific situations at the school. The following suggested guidelines combine several of the systems explained in the preceding pages and can be adapted to meet most situations.

1. Base the filing system on the Dictionary of Occupational Titles. The occupation classification decisions are already made and recorded; the System is widely accepted and used; many publications are already coded according to the D.O.T.; occupations are listed with multi-titles; files can be expanded as needed; books, films, and recordings may be shelved according to the D.O.T. codes.
2. File materials dealing with specific industries in alphabetic order or numerically by Standard Industrial Classification Manual code numbers. The decision to file alphabetically or numerically should be based on the number of materials collected and the ease with which they may be retrieved. If only a few items are to be filed, alphabetic filing may be sufficient. As industrial materials increase, implementation of the S.I.C.M. is suggested. These materials would make up a special "industry" section.
3. Bound materials, e.g., books, films, and recordings, ideally should be housed next to the filed unbound materials. Like the unbound materials, they should be labeled according to the D.O.T. code and shelved in numeric order. Cross-reference cards filed in the unbound materials file can tie the two sets of materials together.
4. Omnibus materials (describing several unrelated occupations) cannot be properly classified under any one code. They may be shelved/filed together in a special "omnibus" section alphabetically by author or title. Materials can be cross-referenced by an index card filed in the appropriate occupational file folders and/or in a special cross-reference file. Information on the index card can include occupation title (and code number), sources located in the "omnibus section," etc.
5. Educational materials ideally should be located near the occupational resources to form a "Career Information Service Center." Training directories should be shelved together grouped according to the educational/training level they represent. School catalogs, bulletins, and pamphlets should be organized alphabetically by school within an alphabetic state arrangement. (File folders in cabinets or shelving boxes for pamphlets are adaptable to most situations.) Miscellaneous and related educational materials can be filed in a "Related Occupational/Educational Information Section."

6. Related occupational/educational information dealing with such topics as employability skills, financial support, work experience, and occupational trends should be filed/shelved alphabetically by topic in a special section. A cross-reference index should indicate related materials and multi-titled topics as well as references to information offered in the "omnibus section." Cross-references can also tie media, e.g., tapes, films, and records, into the occupational/educational information file.
7. File folders in file cabinets are frequently used for filing systems; however, alternate methods are available. Cardboard shipping boxes or homemade wooden containers can be used in place of filing cabinets. File cabinets with many drawers may be used with materials lying flat in labeled drawers. Boxes for shelving pamphlets can be used with or without file folders to store materials on shelves. These boxes would be labeled with D.O.T. code numbers, occupational choices, and possibly a listing of the items it holds.

Whatever system you use for storing the materials, it should be adaptable to the location, use patterns, equipment and materials available, cost allowances, volume of materials, etc. of your school. If the "information library" is to be shared between schools or districts, it may have to be movable or portable. All these factors must be considered so that the classification and filing system best meets your school's needs and situation.